

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

**MINUTES OF THE CONFERENCE OF STATE EDUCATION SECRETARIES**  
**HELD ON 4-6<sup>TH</sup> JANUARY, 2012**

## **RTE-SSA**

A three day Conference of Education Secretaries of States and UTs was held from 4-6 January 2012 under the chairpersonship of Smt. Anshu Vaish, Secretary, School Education and Literacy to review programme implementation in the elementary education (RTE-SSA, MDM), secondary education (RMSA and related schemes), teacher education, vocational education and adult education sectors. A list of participants is given in *Annexure 1*. Issues relating to RTE-SSA were taken up on day one of the Conference.

Secretary, SE&L welcomed the participants and took up the agenda for discussion.

### **Agenda 1: RTE-SSA: Review of Implementation**

Shri PK Tiwari, Director (MHRD) made a presentation on the Review of the Implementation of the RTE – SSA. A copy of the presentation is attached at *Annexure 2*, and the salient points are summarized below:

- 1. Status of RTE Rules notification:** There has been considerable progress in the notification of RTE Rules by the States and UTs. The States of Karnataka, Gujarat, West Bengal and Goa, which have not yet notified the Rules were requested to expedite the process. It was pointed out that proposals for new schools, uniforms, transportation and residential facilities in the AWP&B 2012-13 will depend on the notification of the RTE Rules
- 2. Opening new schools:** A large number of new primary and upper primary schools have been sanctioned under SSA over the years. However, several States, including Uttar Pradesh, West Bengal, Bihar, Uttarakhand, Jammu and Kashmir, Rajasthan and Orissa have not yet opened all the schools sanctioned. Operationalising these schools needs to be expedited so that States meet the neighbourhood norms prescribed under their RTE Rules.
- 3. Upgrading EGS centres:** The RTE Act mandates that all schools must conform to the norms and standards prescribed. However EGS centres continue to function in several States, including in Andhra Pradesh, Arunachal Pradesh, Manipur, Kerala, Uttarakhand, Himachal Pradesh and Andaman & Nicobar Islands. It was pointed out that these States

need to take steps to upgrade the EGS centres to regular schools expeditiously, or mainstream the children enrolled therein to existing schools in the neighbourhood.

4. dwellers, children from families of manual scavengers, etc., (ii) institute a system for regular updation of HHS database, (iii) provide for a system of regular checking of VERs/WERs through third party or SMC.
5. **Special Training for mainstreaming out-of-school children:** Progress in respect of Special Training for mainstreaming out-of-school children is slow in the States of Rajasthan, Orissa, Delhi, West Bengal and Andhra Pradesh. States were requested to put in place systems for keeping track of the number of children who have been mainstreamed in regular school to see how they are coping in school, and whether they need additional support for staying on in school till completion of elementary education.
6. **Annual Average Dropout Rate:** The overall annual average dropout rate for the country has declined from 9.11 in 2009-10 to 6.8 in 2010-11. There has been a 5 percent decline in Bihar, Jharkhand, Nagaland and Uttar Pradesh. But there is also an increase in the annual average dropout rate in 11 States of Andaman & Nicobar, Daman & Diu, Gujarat, Haryana, Jammu & Kashmir, Madhya Pradesh, Mizoram, Rajasthan, Sikkim, Tamil Nadu and Tripura, and this is a cause of concern. Also a cause for serious concern is the finding that there has been no improvement in the retention rates, and increase in the number of districts with retention lower than 60%. All States were requested to ensure that their plans for 2012-13 specifically provide for interventions in the low retention districts.
7. **KGBVs and NPEGEL:**
  - a. **Not operational:** The Ministry has sanctioned 3598 KGBVs, of which 3379 are operational and 2,84,501 girls are enrolled in them as on September, 2011. The sanctioned KGBVs are not operational in a large number of States, including Andhra Pradesh (6), Assam (20), Bihar (89), Haryana (27), Jammu & Kashmir (20), Karnataka (7), Madhya Pradesh (1), Maharashtra (3), Meghalaya (8), Nagaland (9), Punjab (19), Tripura (1), and West Bengal (9).
  - b. **Not constructed:** Concern was also expressed in respect of the States where KGBVs construction has not yet commenced. These include Andhra Pradesh (355), Arunachal Pradesh (12), Assam (33), Bihar (7), Gujarat (31), Haryana (27), Jammu & Kashmir (27), Jharkhand (32), Karnataka (7), Madhya Pradesh (38), Maharashtra (9), Manipur (4), Meghalaya (9), Nagaland (11), Orissa (38), Punjab (19), Tamil Nadu (9), Tripura (1), Uttar Pradesh (292), Uttarakhand (3), West Bengal (29)
  - c. **Unutilised capacity in KGBVs:** The States were urged to focus on the unutilized capacities in the KGBVs, and the low enrolment of the girls from the Muslim

minority community in KGBVs especially in Gujarat, Jharkhand, Madhya Pradesh, Maharashtra, Tamil Nadu, Uttar Pradesh and West Bengal.

- d. **NPEGEL:** Concerns were also conveyed to the States about the unsatisfactory pace of interventions and expenditure under NPEGEL.

**8. Children with special needs:** In order to achieve the goal of UEE under SSA, attention must be paid to the children with special needs. Detailed guidelines on assessment of CWSN have been developed at the national level and circulated to all the States.

**9. Interventions for Quality:**

- a. **Curriculum renewal:** is necessary as per the child centred principles provided under section 29 of the RTE Act. [Further discussed in presentation by Dr. Rukmini Banerji, Pratham]
- b. **Teacher Recruitment:** 6.31 lakh posts of teachers have been sanctioned across the country under SSA since RTE became operative, but there are serious concerns about the slow pace of recruitment. The backlog of teacher recruitment is particularly high in the States of Assam, Bihar, Madhya Pradesh, Maharashtra, Punjab, Rajasthan, Uttar Pradesh, Uttarakhand and West Bengal. In addition to the posts sanctioned under SSA, there is a high backlog of teacher vacancies in the State sector. Given the importance of schools maintaining the PTRs mandated under the RTE Act, States were requested to expedite the recruitment process by conducting the State TET.
- c. **Training of Untrained Teachers:** The review of the status of proposals for training untrained teachers indicated significant progress as per the following details in the States with a high proportion of untrained teachers:
  - i. **Assam:** Proposal for training by KK Handique Open University with NCTE
  - ii. **Bihar:** Proposal for training by SCERT approved by NCTE; Proposal of Nalanda Open University being processed; IGNOU finalising six-month + one year module for teacher trainees who have already commenced the course, and revising two-year module for new entrants.
  - iii. **Chhattisgarh:** D.Ed curriculum revised; proposal under consideration of NCTE
  - iv. **Jharkhand:** NIOS proposal being examined by NCTE; State Government advised to send its proposal
  - v. **Madhya Pradesh:** NCTE approval given for training by IGNOU

- vi. Orissa: Proposal for renewal of approval to SCERT examined by NCTE; additional details sought from State Government
- vii. Uttar Pradesh: NCTE approval for training by SCERT given
- viii. West Bengal: Proposal by WBBPE sent to NCTE; additional details sought from State Government
- ix. NE States: IGNOU preparing 18-month module

**10. *Shiksha ka Haq Abhiyan***: The launch of the Shiksha ka Haq Abhiyan in Nuh, Mewat, and the special efforts in the States for PM/CM's letters to be read out in schools was especially appreciated. [Further discussed in Shri Vinod Raina's presentation]

**11. *RTE compliant schools***: Data relating to the RTE complaint schools was presented. While there are nine parameters for a school to be completely RTE compliant including Girls Toilets, Boys Toilets, Drinking Water, Ramps, PTR, SCR, Boundary Walls, Playgrounds and Library, only 70% schools comply with 5 parameters. Given the RTE time frames, States were requested to expedite completion of civil works and recruitment of teachers. The States that need to pay special attention to the pace of construction are: Bihar, Chhattisgarh, Jharkhand, Meghalaya, Orissa, Uttarakhand, West Bengal, Lakshwadweep, Manipur, J&K and Goa

## **Agenda 2: Guidelines on preparation for AWP&B 2012-13**

Dr. Maninder Kaur Dwivedi, Director, MHRD made a presentation on preparation of AWP&B for 2012-13. She stated that the focus of the AWP&B 2012-13 would be not only on interventions directly supported under SSA, but on all aspects of elementary education essential to make schools RTE compliant. The AWP&B exercise should therefore include the mainstream Education Departments, SCERTs, DIETs, etc. It has sometimes been observed that strategies proposed in the AWP&B do not match the district data provided in the Tables attached in the AWP&B documents, and she emphasized that there must be a clear linkage between the data and strategies. She drew attention of the States to the AWP&B Guidelines communicated to the State Secretaries and SPDs vide Additional Secretary's letter dated 7/12/2011. The AWP&B Guidelines have also been discussed during the Planning Workshops with State Coordinators held in December 2011. She further stated that the AWP&B, 2012-13 should be approved by the State Executive Committee before it is submitted to MHRD for appraisal and approval.

A copy of the presentation is attached at ***Annexure 3***, and the salient features summarised below:

1. ***Analytical Overview of the status of elementary education***: The analytical overview of the status of elementary education should be based on DISE 2010-11 which is now

available. Focus should be to look at disaggregated data on various components such as types of Management, Enrolment, Dropouts, Retention, Transition, Out of School Children, Teachers and ACRs to find out the problem areas. The problems identified must be co-related with the information provided and SSA interventions accordingly strategized.

**2. Access and Retention:**

- i. New Schools: The AWP&B should incorporate a write-up on the methodology for school mapping. Analysis of physical access should be based on the neighbourhood norms notified in the State RTE Rules using habitation data provided in 2011-12. In case of new habitations over and above the habitation data of 2011-12, States should provide the relevant notifications, and the AWP&B should indicate details of the distance of new habitations from nearest existing school and number of children therein. The write-up justifying the requirement of new schools should correspond with the data provided in Tables 1(a) and (b).
- ii. Social Mapping: Social mapping is critical for involving the community in ensuring discrimination free access and participation. Therefore, the proposals for social mapping should aim at breaking barriers based on gender, caste, disability and community.
- iii. Residential Schools: The requirement for residential facility has also be derived from the habitation data provided in 2011-12. The write-up should review the progress in respect of residential schools provided in 2011-12, and the additional requirements for 2012-13 in consonance with the district wise data in Table 2. In the case of residential facilities for urban deprived children without adult protection, priority should be given to re-deploying existing unused/under-used public buildings, and specific details should be built into the AWP&B for this purpose.
- iv. Transport/Escort facilities: Given the fact that the country is nearing universal access, transport / escort facilities will be provided only as an 'exception' measure. The AWP&B proposal must therefore provide detailed justification indicating the habitations / localities to be covered, and the reasons for not providing regular schools in the neighbourhood, thus warranting transport/escort facilities. Proposals would need to be in consonance with the details given in Tables 3(a) and (b).
- v. Special Training: The AWP&B 2012-13 should make a comprehensive review of special training provided for out of school children 2011-12, clearly bringing out the number of out-of-school children (a) provided Special Training, (b) mainstreamed in regular schools, (c) requiring continuation in 2012-13, and (d) freshly identified for 2012-13. Special Training should not be seen merely as re-naming of the erstwhile EGS/AIE centres which provided for RBCs and NRBCs. Special Training is a very specific intervention to ensure

that out-of-school children are mainstreamed in the age appropriate class. A detailed write-up should be given on the strategy for mainstreaming out of school children. The States would also be required to indicate how the curriculum and module developed for Special Training facilitates multiple entry and exit points for children according to their individual requirements. Details should also be furnished regarding teacher training for Special Training. This linkage should be clearly established in the district plan as per Tables 4(a) and (b).

- vi. Child entitlements: The requirements of text books and uniforms should be worked-out on the basis of provisions made in State RTE rules and reflected through Tables 5 and 6.
  
- vii. States following 7-year EE cycle: The States following seven year elementary cycle should give a detailed note on the steps taken / proposed to be taken for moving towards eight year elementary school cycle as per details in Table 7.
  
- viii. Focus on low retention districts: Dr Maninder Kaur Dwiwedi drew attention to the increase in the number of low retention districts pointed out in the presentation made by Shri Pramod Tiwari. She stated that the AWP&B analyse the reasons for the increase in the number of low retention districts, and also ensure adequacy of all the interventions proposed in the low retention districts, and indicate what steps have been taken to monitor these intervention, so that children continue in the schooling system till completion of elementary education.
  
- ix. Removal of procedural and financial barriers: Further, a detailed description should be incorporated in the AWP&B to indicate the steps taken by the State Governments for removal of financial and procedural barriers to access and retention, as mandated under the RTE Act. This is especially important with reference to migrant children, disadvantaged children, children with disabilities, who are required to produce all kinds of certificates in order to gain admission to school. A detailed description may also be given of progress made in establishing system for tracking attendance, ensuring regularity, specially through supervision by School Management Committee (SMCs).

### 3. **Quality:**

- i. Curriculum renewal: The AWP&B should give a clear description as to how the eight factors specified in section 29 of RTE Act will be translated into action. In this context there is a need for closer association between State Implementation Society and the Education Departments. State also need to indicate how Learning Enhancement Programme (LEP) will augment quality of learning through regular curriculum, and should not constitute a parallel, add-on stream of learning material, since it is unfair to expect teachers and children to transact the regular SCERT material as well as the parallel material prepared under the LEP component of SSA. LEP should not lead to overburdening of teachers and children, and SCERT, as the academic authority under

section 29 of the RTE Act should ensure that learning material is prepared in consonance with the principles enunciated in the RTE Act and the NCF-2005.

- ii. Teachers: Teacher availability in schools is a critical component of quality. The AWP&B 2012-13 must indicate the steps taken/ proposed to be taken to maintain the PTR prescribed under the RTE Act in all schools. The AWP&B should indicate progress in (a) rationalizing existing teacher deployment, (b) reviewing teacher cadre and recruitment rules to conform to the teacher qualifications prescribed by NCTE vide notification dated 23<sup>rd</sup> August 2010, (c) conducting STET for teacher recruitment, (d) appointment of part-time instructors sanctioned in 2010-11 and 2011-12. She clarified that additional requirements of teachers would be considered only after satisfactory review of progress against these parameters. The requirement of additional teachers would need to be supplemented through relevant data provided in Tables 8(a), (b) and (c).
- iii. Training of Untrained Teachers: It is important to pay attention to professional training of untrained teachers in the system. States need to (a) assess districtwise / blockwise number of untrained teachers, (b) availability of infrastructure and resource persons, (c) review the D.Ed/ B.Ed syllabus in the light of NCF 2005, NCF-TE 2009, and the Model syllabus prepared by NCTE, (d) specify the courses of study, credit requirements, prepare study material, contact sessions, project work requirements and system for assessment and examination, (e) identify resource persons with requisite NCTE qualifications for contact sessions, (f) identify locations for contact sessions, (g) prepare plan for administering the programme, and (h) obtain NCTE approval, ensure regular monitoring through SCERT. Based on this, appropriate proposals should be incorporated in the AWP&B 2012-13. Appropriate proposals should be made in the AWPB in consonance with the information provided in Table 9.
- iv. In-service Teacher Training: The AWP&B 2012-13 must indicate whether and how the in-service teacher training modules have been reviewed from the perspective of section 29 of the RTE Act, especially to incorporate the RTE provisions of: (a) learning thru' activities, discovery, exploration, (b) making child free of fear, trauma and anxiety, (c) comprehensive and continuous evaluation, (d) other child centred principles banning corporal punishment, detention, expulsion. The AWP&B should provide a detailed description of the steps taken/ proposed to be taken by the State for revision of teacher training modules, training of resource persons to transact the revised modules, actual teacher training at the block/district level, and monthly teacher meetings at the cluster level.
- v. Augmenting BRC and CRC: Proposals of the State for augmenting support to BRCs and CRCs may be included in consonance with Tables 10 and 11
- vi. CAL: Proposals of the State for CAL should conform with data in Table 12.

- vii. Annual Grants: including school grant, teacher grant and maintenance grant should be provided as per Tables 13, 14 and 15 with clear time lines for ensuring timely release of funds to schools.

#### 4. **Gender and Equity:**

- i. Systemic Change: There is need for systemic change to ensure that all classroom material and transaction is discrimination and bias-free. The AWP&B 2012-13 should give a comprehensive description of how this will be reflected in (a) Curriculum, syllabus and teaching learning material developed by the State for regular classroom transaction, and for Special Training for out-of-school children, (b) Classroom practices adopted by teachers, head teachers, resource persons, and educational administrators at various levels through development of appropriate training designs, (c) Management and administration of all incentives and provisions, whether in the form of textbooks, uniforms, mid day meals or scholarships, transportation, etc. from the perspective of child rights and entitlements, rather than as 'incentives', (d) Training programmes for teachers and members of SMCs, PRIs, etc. to enable them to address such issues in their School Development Plans.
- ii. Special Focus Districts: As in the case of low retention districts, the AWP&B must reflect the interventions proposed in respect of Special Focus Districts with vulnerable populations, namely districts with high (a) SC population (61), (b) ST population (109), (c) Muslim Minority population (88), (d) LWE districts (60), (e) gender gap (36). States should also indicate how programme implementation in these vulnerable districts will be monitored.
- iii. KGBV and NPEGEL: Proposals for KGBVs and NPEGEL should factor in the concerns highlighted by Shri Pramod Tiwari in his presentation on Programme Implementation, especially keeping in mind (a) KGBVs sanctioned, not operationalised, (b) KGBVs not constructed, (c) under-utilised capacity in KGBVs, (d) poor enrollment of Muslim children in KGBVs in several States. All proposals for KGBVs and NPEGEL should be in consonance with data required to be provided in Tables 16 and 17.
- iv. Innovation Component: While making proposals under the Innovation component of SSA, States should review interventions made in the past from the perspective of mainstreaming them into the regular programme, rather than continuing them under the Innovation component. For example, several States in the past had utilized the Innovation Component for meeting the recurring costs for residential hostels previously opened under SSA. Since the norms for residential hostels have since been revised and provide for recurring costs, this component need not be utilized for recurring expenditure. Similarly, provision of cycles and other incentives, etc may be taken to the State budgets, if it has been proved that they help retention of children in schools.



v. Admission of 25% children from disadvantaged groups and weaker sections in class I in private unaided schools: This information may be provided as per format in Table 18.

**5. Community Mobilisation:** In view of the launch of the Shiksha ka Haq Abhiyan, States should ensure appropriate proposals indicating their (a) Assessment of number of volunteers, (b) Printing of survey instruments, (c) Training calendar, (d) School visits, (e) Data collation, (f) Corrective action to make schools RTE compliant. Funds for the Shiksha ka Haq Abhiyan may be sourced from the 0.5% of Management outlay for districts

**6. Infrastructure requirements:** A large number of civil works have been sanctioned in the last two years. The AWP&B 2012-13 should make a comprehensive review of the pace and progress of previous sanctions, and an actual assessment of spill over. (Some States have tended to under-estimate spill over in the hope of getting more funds; this amounts to financial impropriety). The AWP&B 2012-13 should also indicate the status of placement and availability of civil works personnel, and whether existing personnel are in a position to supervise the construction of previously sanctioned and newly proposed civil works. In the AWP&B 2012-13, augmenting existing school infrastructure will continue to receive the highest priority and States should indicate measure proposed for intensified convergence with DWM and TSC for drinking water and toilets, as also other schemes such as MNREGA, MPLADS, MLALADS, BRGF especially for playgrounds, green fencing, and other civil works requirements. The write-up given in the AWP&B should be consistent with data provided in Tables 19, 20, 21 and 22.

**7. Management and Monitoring:**

i. Unification of SSA and Department of Education: The RTE Act requires the entire Education Department to work for the implementation of its child-centred provisions. SSA has been designated as the vehicle for RTE implementation as an interim arrangement. It is expected that by about the middle of the 12<sup>th</sup> Plan there should be comprehensive unification of SSA and the Department of Education. States should begin the process of unification – by converging dichotomous and overlapping structures in 2012-13. The AWP&B 2012-13 should provide a comprehensive vision of the State's proposals in this direction.

ii. Unification of DISE and State EMIS systems: The issue of a unified system of education statistics has been flagged on several occasions. Concrete proposals in this direction should be incorporated in the AWP&B 2012-13.

**8. Financial Information:** As per Tables 23 – 27.

**Points raised in discussion on Agenda 1 and 2:**

In the discussion that followed the two presentations under Agenda Item 1 and 2, the following issues were raised:

Smt. V. Radha, SPD, Maharashtra stated that the State Government is concerned about the large number of 'duplicate' enrolments in government and private schools, and has undertaken verification of enrolments. Once this process is completed, it is expected that the numbers of 'fake' enrolments will reduce.

Shri Om Prakash, Secretary, Uttarakhand stated that land is not available for school buildings in reserve forest areas, and therefore EGS centres should be continued. Ms. Anshu Vaish, Secretary(SE&L) stated that this issue has been discussed on several occasions in the past, including in PAB meetings. The State Government has been advised to take up the matter with the Ministry of Environment and Forests to get the forest land denotified for opening schools and to avail of the provisions of the Forest Dwellers' Act. She stated that the State Government should ensure that progress in this matter is reported in the next PAB meeting for the AWPB, 2012-13.

Shri Rajesh Sharma, SPD, Himachal Pradesh clarified that 52 EGS centres in the State have been closed, and all the children had been mainstreamed. This point was noted, and he was requested to ensure that appropriate details are incorporated in the State's third quarter progress report.

Shri Sunil Kumar, ACS, Education, Chhattisgarh, stated that 90% of the civil works not started in the State pertain to ramps, girls' toilets and electrification. Based on Supreme Court directions, temporary arrangements have been made for providing toilets in schools. Teacher vacancies are a major issue. The STET is scheduled for 8<sup>th</sup> January 2012, and the State will take up rationalization of teacher deployment shortly.

Shri B Sinha, Education Secretary, Tripura stated that the State has initiated a massive household survey for identification of out-of-school children so that Child-wise data is available.

Smt. Veenu Gupta, SPD, Rajasthan stated that it is true that many schools sanctioned under SSA have not been opened. She stated that the State has initiated a school mapping exercise and new schools will be opened based on the findings of the school mapping exercise. Shri Ashok Sampatram, Principal Secretary, stated that schools have not been opened on account of teacher vacancies. The State has conducted the STET, and 50,000 teachers shall be recruited shortly. This will also facilitate the opening of new schools.

Shri Anjani Kumar, Principal Secretary, Bihar stated that the Supreme Court is monitoring the provision of drinking water and toilets in schools. He stated that the time lines for providing these facilities are very stringent, and the State is finding it difficult to meet these time lines.

Smt. Choten D. Lama, SPD, West Bengal stated that with RTE enactment, collection of the Development Fee previously collected from students in government schools has been discontinued. West Bengal has very large schools, and all schools receive School Grant, Maintenance Grant, etc., as per a flat rate, without taking size into consideration. Thus the amounts provided are not adequate for the upkeep of schools, and should be enhanced. Similarly, in the case of CAL, funds are provided on a flat rate based on the number of districts in the state, rather than the number of schools or the size of the schools. She stated that the norms for CAL intervention also need to be reviewed. It was clarified that appropriate proposals have been incorporated in the Working Group Report on Elementary Education for the 12<sup>th</sup> Plan, but a final decision can be taken only after completion of the 12<sup>th</sup> Plan process.

Ms. Chandana Khan, Principal Secretary, Andhra Pradesh stated that Household Survey was conducted in a systematic manner in Hyderabad and Vijaywada. As KGBVs were sanctioned in large numbers in Andhra Pradesh, some of them are still non-operational, but the process of construction would be expedited.

Shri Kumar Naik, Education Secretary, Karnataka stated that there were large number of schools in the State with between 5 and 10 children enrolled, and these schools need to be merged with nearby larger schools. AS(SE) replied that the State Govt. has to take appropriate decisions based on the neighbourhood norms notified in the RTE Rules. She also suggested that the State Govt. should examine the reasons for low enrolment in these schools. If low enrollments are on account of children shifting to private schools, then the State Government should consider whether the Government schools are providing inadequate facilities, or teachers, and should consider whether the quality of schools is leading to the shift to private schools.

Ms. Yasha Mudgal, SPD, J&K stated that the progress in civil works has been slow because of lack of availability of timber. However, the State has taken a decision to purchase timber from the open market with the State Govt. bearing the extra cost, and she expected that the pace of construction would improve.

Ms. Aparajita Sarangi, Secretary, Orissa, suggested that the qualifications prescribed by other States for part-time instructors should be shared. It was clarified that in respect of part time instructors, it is for the States to decide upon the qualification. MHRD has not prescribed any qualification.

Ms. Changsan, Secretary & SPD, Assam, stated that the State TET was scheduled in January 2012. Though, the PTR for the State as a whole appeared to be healthy, but when examined school-wise, the situation was very alarming, and with the completion of STET it is expected that more teachers would become available in the coming months. On the issue of textbook distribution, she stated that the State has already completed the distribution of textbooks for the next academic year.

Mr. Bora, Director, Elementary Education, Mizoram, stated that they are unable to integrate Class 5 in the primary schools as there was no space to accommodate these children.

He suggested that additional classrooms and teachers should be provided for integration of class 5 in the primary sector, as is being provided under SSA for integration of class VIII in the upper primary sector.

### **Agenda 3: DISE Presentation**

Dr. Arun C. Mehta, NUEPA presented the DISE Flash Statistics. As in the previous year DISE 2010-11 was based on data collected on 30<sup>th</sup> September. The presentation was divided in three parts viz. (a) School related indicators, (b) Teacher related indicators and (c) Enrolment related indicators.

#### *School related Indicators:*

- The coverage of schools in the year 2010-11 has shown an increase, since a large number of unrecognised schools and Madrasas were covered, resulting in increase in total schools from 13.03 lakh to 13.62 lakh. Government elementary schools increased from 10.4 lakh to 10.6 lakh schools. However, the percentage share of Government schools has declined from 80.37% in 2009-10 to 78.15% in 2010-11. There is a positive decline in ratio of Primary to Upper Primary schools, indicating presence of a larger number of schools providing upper primary schooling. However, the ratio of primary to upper primary schools remains an area of concern in West Bengal as the ratio is still as high as 5.13 as compared to National average of 2.12.
- The average number of instructional days in primary schools at National level is 222 days, ranging however from 189 days in Nagaland to 240 in Tripura and Jharkhand. The National average for upper primary schools remained at 224 days.
- Student Classroom Ratio at 39 for primary and 31 for upper primary schools in 2010-11 has shown a slight decline from the previous year.
- Single teacher schools with enrolment of more than 15 continue to function in the country. There are as many as 10 percent such primary and 8 percent upper primary schools with single teacher.
- The percentage of schools with female teacher in schools having 2 or more teachers has increased slightly from 74.5 to 75.1 percent.
- Schools with drinking water facility have remained constant at 92.7 percent. But, schools with boys and girls toilets have increased to 43 and 60 percent respectively. There has also been slight improvement in the number of schools with ramps.

#### *Teacher related Indicators:*

- In respect to teachers related indicators Dr. Mehta stated that there is an increase in the availability of total teachers in the country. Similarly, teachers in Government schools increased from 39.53 lakh to 41.97 lakh.
- Availability of average number of teachers per school increased from 4.5 teachers to 4.7 teachers per school.
- The average pupil teacher ratio has positively declined from 33 to 31 in Govt. schools. However, it is important to look at school-wise PTR as per RTE. The analysis suggests that there are 42 percent Primary and 31 percent Upper Primary schools with PTR higher than 30 and 35 respectively.
- More than 9 percent teachers are involved in non-teaching assignments for on an average 17 days annually. The percentage of contract teachers has slightly increased from previous year's 10.9 percent to 11.2 this year.

*Enrolment related Indicators:*

- While presenting enrolment related indicators Dr. Mehta explained that the total enrolment (including un-recognised) has increased from 187 million in 2009-10 to 193 million in 2010-11. This includes around 4 million enrolments in unrecognized schools and madrasas. Decline in upper primary enrolment, he stated is a cause for concern.
- The percentage of girls at primary level has remained the same at 48.4 percent. However, the same has increased from 48.12 to 48.39 percent at upper primary level.
- Over-age children at Primary and Upper Primary level have increased slightly. Dr. Mehta expressed concern about the decline in Muslim enrolment both at Primary and upper Primary level.
- Keeping in view the coverage of unrecognized schools, the transition rate has increased to 85.2 percent in 2010-11 from 83.5 in 2009-10.
- While discussing the flow rates, he explained that the average annual dropout rate at primary level has declined from 9.1 to 6.8 in 2010-11. However, the decline in retention rate (calculation based on five years' data) at primary level causes concerns.
- There is significant improvement in GER and NER at Primary and Upper Primary level. However, task at the Upper Primary level still remains unfinished.

Supplementing the presentation made by Dr. Arun Mehta, Prof Govinda, Vice Chancellor, NUEPA stated that DISE has been an on-going and continuous process of improvement. He stated that NUEPA has working towards a unified system for DISE and SEMIS. The problem appears to lie in the nature of record maintenance at the school level. Many schools have very elaborate systems of record maintenance, but there are many others where record maintenance is grossly inadequate. There is need to prepare a Model set of school records for standardizing the system of record maintenance in schools.

Prof. Govinda stated that the data capture formats (DCF) for DISE in classes I-VIII creates anomalies, considering that 40% of the schools have upper primary as part of the secondary sector. There is need for a unified system providing for a single DCF for classes I-XII, and according DISE and SEMIS could be integrated into one database. He clarified that such a system would integrate data collection, but the presentation of data would be separate for elementary, secondary and higher secondary. Software for the unified system is being revised, and report generation will also be revised.

Secretary, SE&L thanked Prof Arun Mehta and Prof. Govinda for the DISE presentation and reiterated concern about retention as also decline in enrollment in several States. She stated that States may submit corrected data within one week. In case no data is received from the States in this period the data presented by Prof. Arun Mehta will be taken as final.

#### **Agenda 4: PAISA Report**

Ms. Yamini Aiyar, Senior Research Fellow, Centre for Policy Research, introduced the PAISA Report as an initiative which had been started in 2009 alongwith the ASER Centre to track grants sent to schools. Education finances have increased substantially in the last 5 years. The study was initiated to track where does this money go? How much money do schools receive? Do expenditures meet school needs? What are the outputs and outcomes of this expenditure? A copy of the PAISA presentation is attached at *Annexure 4*.

The study tracked the release of grants from Govt. of India to State Governments, from State to District and from districts to schools. The study was conducted in 9 districts of 7 States. In each district 140 schools were selected at random, and they had a sample of 1311 schools across the country. These schools were visited in the period from April to July.

The study shows that 72% of the budget was spent on teachers, 15% on schools. Bihar and Madhya Pradesh spent less on teachers' salary since the pay levels were low.

There is significant regional disparity in per child resource allocation, being as high as Rs 19574 in Kangra and Rs 3616 in Sagar.

The study showed some improvement in the release of grants to schools. Overall 76% of schools received grants: 81% received TLM, 73% received school grant and 73% received the maintenance grant. However, there was significant variation across districts, the grant receipt being as high as 91% in Kangra and as low as 23% in Jalpaiguri. Interaction at the field level points to likely reasons for low utilization of grants at school level being late submission of utilization certificates, pass-books not being updated, and parking of funds in banks. There is need greater transparency in releases through for example, SMS alerts sent to teachers when grants are credited to the school account.

Grants were received in schools by end of September or beginning of October. The implications of late arrival of grants are that schools often use their own monies to meet essential supplies and 'adjust' the books accordingly, and lack of information at all levels

leads to a blame game. Expenditures are delayed, and there is a disconnect with needs on the ground.

The study also found that there is a time lag of 60 days between receipt of grants in school and spending of money, and expenditures are often incurred after the close of the school year.

For improving the outcome of spending, it was suggested that the financial management needs simplification of procedure and greater flexibility. Officials should also be trained in basic financial management, a decentralized framework needs to be put in place and funds and finance need to be aligned with the SMCs.

Ms. Veenu Gupta, SPD, Rajasthan, stated that if school grants are to be released early in the year, the first instalment from Government of India should be released early in the month of April itself

Ms. Changsan, SPD Assam stated that school level grants need to be in consonance with the school calendar. States following a Jan-Dec school calendar follow different time lines for release of school grants.

Shri Manoj Jhalani, Secretary, Madhya Pradesh stated that with core banking system it should be possible to release funds to schools in April-May itself.

Shri Anjani Singh, Principal Secretary, Bihar, stated that the situation has changed in the last 3-4 years. Schools are receiving funds for MDM, school grants, civil works, uniforms, etc. SMCs need training and support in financial management. Lack of awareness results in delay in submission of UCs, and further in release of the next grant. He also stated that a large number of school accounts were in the cooperative banking sector, and stated that there is need to move towards core banking.

Shri Parthasarathi Sharma, SPD, Uttar Pradesh, stated that even if there is a delay in flow of funds to the schools, there is always a closing balance available from the grant received earlier.

Secretary, SE&L thanked Ms. Yamini Aiyer for sharing the findings of the PAISA study. She suggested that States in which the study was conducted may invite the PAISA team to their States to share the results of the findings with State and District officers with a view to improve the fund flow systems and speed obtaining in the States.

### **Agenda 5: Key Findings of Study : Inside Primary Schools**

Dr. Rukmini Banerji made a presentation on the key findings of the study titled 'Inside Primary Schools'. A copy of her presentation is attached at *Annexure 5*.

The study was conducted in five States (Andhra Pradesh, Assam, Himachal Pradesh, Jharkhand and Rajasthan) covering three districts in each State, 60 schools per district, and 25 children per class, randomly selected from the enrollment register. It also covered 24000

households. Thus, the study tracked 30,000 children, 2200 teachers in 1700 classrooms and 900 schools. Each school was visited twice with a gap of 15 months between two visits.

Some of the important findings shared by her are as follows: -

- ❖ It is often assumed that the class composition is homogenous; in reality the class composition is complex with approximately 60% children in age range, but as many as 40% children being under/over-age. Age spread is quite wide in each of the grades, but teachers are not fully equipped to negotiate with multi-level situation.
- ❖ Children are often two grades behind in learning. This is not the fault of children or teachers, but can be attributed to textbooks being designed to have unrealistic expectations of children. Several examples from Rajasthan textbooks were cited in the study. It is important to ensure that textbooks are revised to incorporate the principles of NCF-2005.
- ❖ A large number of teachers, regardless of their educational background, cannot do some things that they routinely have to do in the classroom. This includes, for example, area, fractions, etc.
- ❖ Teachers do have the understanding of the child friendly ways of teaching learning, but this understanding is hardly translated into action in the classrooms.
- ❖ Teaching and learning are fundamentally misaligned in our schools. The curriculum is demanding, even at the early grades. The expectations from a child are very high. RTE provides an opportunity to rethink what is needed in order to guarantee eight years of quality education to every child.
- ❖ Regular attendance of the children has a positive impact on learning outcomes. Hence, it has become necessary to focus much more on ensuring regular attendance of the children.

Mrs. Anita Kaul, Additional Secretary, School Education said that the tendency to cram text books with knowledge is not advisable as it adversely affects retention of the children in the schools. She reminded the State Secretaries/ SPDs to ensure that the annual work plan for 2012-13 addresses these issues comprehensively.

### **Agenda 6: Residential School for Urban Deprived Children**

Shri Harsh Mandar made a presentation on the residential schools for the urban deprived children. A copy of his presentation is at ***Annexure 6***.

He appreciated efforts under SSA in universalizing supply side interventions, but expressed concern on the progress in reaching out to the last child – urban street children, migrant children, disabled children, children in conflict and disaster areas, children from families in stigmatized occupations. He said that these children in urban areas are the most vulnerable group and their right to education has to be viewed in the context of the indivisibility of their rights to shelter, livelihood and healthcare.



He talked of three approaches to meeting educational needs of these children, namely Custodial Care, Street based approach and Non-custodial Care. He elaborated that the Non-custodial approach is the best and most suited to the psychological and emotional status of the children. Children have the freedom to walk out, but do not because they don't want to. He emphasized that opening hearts to these children was as important as opening gates of the schools to them. The strategy for non-custodial care included: (a) reaching out to vulnerable urban deprived children, (b) guaranteeing them long term care, ensuring dignity, and (c) integrating them with children-in-families by opening residential schools in existing schools.

Talking about the strategy for opening residential schools, he referred to the efforts made in the cities of Hyderabad and New Delhi. The best way is to convert existing schools with surplus intake capacity into residential facilities. It is not only cost effective, but also addresses the problem of land.

Shri Harsh Mandar suggested the following steps to operationalise the plan:

- Identify schools with low attendance or space for growth, addition of new floors, etc
- Develop a re-furbishing plan (should not cost more than 5-10 lakh per school)
- Identify a team of Social Mobilisers, who are sensitive to the needs of these children (street children have rarely met adults who have not let them down)
- Select an organization(s) to run the school(s)
- Organise joint meetings with Head Teachers, Teachers, Social Mobilisers to address biases
- Prepare 'bridge' courses; let children learn at their own pace and time.

He stated that there may be children who are below age 6 and above age 14, and therefore there may be need for arranging complementary funding through other sources. He also underlined the need for developing a suitable Framework for the education of children in the Homes run under the JJ Act through convergence with Ministry of Social Justice and Empowerment.

Participating in the discussion, SPDs of Uttar Pradesh, Orissa, Maharashtra and Assam appreciated the approach outlined in the presentation and evinced interest in opening residential schools on the same lines in their respective States.

### **Agenda 7: Shiksha ka Haq Abhiyan**

Shri Vinod Raina, NAC-RTE made a presentation on the Shiksha ka Haq Abhiyan. A copy of his presentation is at *Annexure 7*.

Shri Vinod Raina prefaced his presentation by stating that the coming year is the most crucial year for RTE. Whether RTE will make a fundamental change in elementary education

in the country will depend on what happens in the coming year. He stated that when Article 45 was incorporated in the Directive Principles of State Policy, it stipulated a period of 10 years within which free and compulsory education was to have been provided. Sadly, the country missed the target date of 10 years, and continued to miss it for 60 years thereafter. 2012 is critical for RTE, because the target date for establishing neighbourhood schools, meeting norms and standards, providing teachers as per prescribed PTR is 2013. If we miss this target date, then the country will lose confidence in the RTE, and that will be a repeat of Article 45.

The RTE Act mandates enrollment, attendance and completion. '*School chalo*' is a good slogan, but must be complemented by strategies for '*school me raho aur seekho*'. Therefore the real challenge of school education is inclusion and quality.

Shri Raina stressed upon the importance of the tripartite partnership between the Government, Community (SMCs) and the PRIs (Local authority) for successful implementation of the RTE. He listed out the responsibilities of the government as given in section 8 of the RTE Act, the functions of the SMCs as given in section 21 and the duties of the local authorities in section 9 of the Act. These are large numbers of persons, who need to be jointly involved in the implementation of the Act.

The RTE-NAC has recommended a year-long campaign for RTE. Accordingly, the '*Shiksha Ka Haq Abhiyan*' was launched on 11<sup>th</sup> November, 2011 and it marked the beginning of a year-long campaign with an inspiring letter from the Hon'ble Prime Minister being read in each school of the country. A nationwide media campaign through TV channels and field level mobilization reaching every school, SMCs and local authority by November, 2012 will be other hallmarks of this campaign.

For this campaign about 30 volunteers per block need to be identified and 10 groups of 3 volunteers each will cover an average of 200 schools per block in a month long intensive field effort. The volunteers will be given a two days training in assessing the needs of the schools so that it can attain RTE compliant status by March, 2013. At the national level a full time core group will work for the entire duration of the campaign in partnership with UNICEF and Hon'ble HRM will meet the TV and Print Media. A meeting at the national level with the leading social movements / NGOs has already been held in September, 2011 to seek the ideas and partnership and in turn they have all pledged their unanimous support to the campaign.

The States were urged to hold similar meetings at their level with national and state level NGO networks, identify the district and block level agencies and volunteers for the campaign and prepare the calendar for the field level campaign. Instead of funding the NGOs separately all expenditure will be made through the districts SSAs. Apart from other expenditures, the two day training of all volunteers and the expenses for the actual transportation and food when they visit schools need to be budgeted and their involvement is to be voluntary. After the campaign the nearly 2 lakhs volunteers who would have participated in the campaign can become a vital force in capacity building of the SMCs and the LA members.

***Concluding Remarks:***

Summing up the discussions RTE-SSA, Secretary, SE&L stated that it is necessary that States review and expedite progress in programme implementation, and prepare their AWP&B proposals for 2012-13 which are RTE complaint. She pointed out some of States namely, West Bengal, Gujarat, Karnataka and Goa have not yet notified RTE Rules. This may affect approval of certain items in their AWP&B. She also mentioned that where there are still a large number of unopened schools, it will be difficult to sanction new schools. She emphasised the importance of curriculum renewal in consonance with section 29 of the RTE Act and NCF-2005, and the unification of the SSA and Education Departments. She also suggested that DISE & SES data systems should be unified to ensure that data discrepancies are minimized. She emphasised decentralization in decision making under the programme. She clarified RTE Act applies to all segments of Elementary Education Sector including private schools.

She expressed concern that some States are declaring Boards of Secondary Education as the Academic Authority under RTE Act. She stated that State SCERTs will be more appropriate as 'Academic Authority' given the distinctness or approaches needed for the elementary and secondary sectors.

Finally, she stated that in view of resource constraints, States should prioritise their expenditure. She urged the States to plan for the Shiksha Ka Haq Abhiyan in right earnest.

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## MID DAY MEAL

Dr. Amarjit Singh, Joint Secretary (EE.I), Department of School Education and Literacy made a presentation (Annexure-8) on critical issues under the MDM programme, needing the attention of States/UTs. The following major issues were discussed:

2. **Nutrition and Anaemia:** Dr. Amarjit Singh, JS (EE.I) highlighted the critical position of malnutrition and anaemia in the country and the need for regular monitoring of the body mass index(BMI) of the children to identify malnourished children. The malnourished children thus identified could be given additional food and where required clinical treatment. Similarly, overweight children could be identified and advised to do physical activity in the school. He added that sufficient funds are available under the School Health Programme of NRHM to carry out health check-up, supply of IFA tablets, deworming tablets and distribution of spectacles to children needing correction of refractive errors.

3. JS(EE.I) also focused on the need for involvement of the parent groups / PRIs/SMCsto monitor the quality of meals to ensure that the children get meals as per their entitlement. He said that frontline MDM workers, teachers, VECs, PRIs should be oriented on nutrition, hygiene and sanitation. The capacity of the Cook-cum-Helpers should be built so that food is prepared under safe & hygienic conditions. An understanding has to be created amongst the community that the meal provided to children is not simply a 'feeding process' but aims at improving the overall nutritional status of the children and increasing school enrolment and retention thus ensuring overall development of the children.

4. **Media Campaign:** JS (EE.I) mentioned that Ministry of HRD has developed two video films, two radio Jingles, posters and booklets on Mid Day Meal Scheme in collaboration with UNICEF to generate awareness amongst the stakeholders about Mid Day Meal Scheme. The films and radio jingles were presented to the State Governments and they were requested for suggestions for their further improvement.

Secretary(SE&L) suggested that 30 seconds video films and radio jingles should also be prepared. The representative of State Governments suggested that these video films and radio jingles should be made available to State Governments in the regional languages. The State Governments were informed that these films and jingles were being developed in regional languages in collaboration with UNICEF.

5. **Performance of the Scheme during 1<sup>st</sup> two quarters of the year 2011-12:** During the 1<sup>st</sup> two quarters of the year 2011-12, the coverage of MDM among primary students is 7.39 Crore against enrollment of 10.13 Crore; and amongst the upper primary children the coverage is 3.42 Crore against enrollment of 4.74 Crore children. At the national level, on an average, 72% of the enrolled children have been covered under the Mid Day Meal Scheme. The State /UTs wise coverage of children is given in the Annexure-8. JS (EE.I) requested States / UTs to take appropriate measures to increase coverage of children against enrolment.

6. In addition, he highlighted the need to ensure timely payment to FCI and cook cum helpers and the need for making available the cooking funds to the schools in time. For this the states have to streamline the fund flow mechanisms to the districts as well as the schools. The States need to set up effective monitoring mechanisms in the States to be able to effectively monitor these tasks.

7. The States were also requested to streamline the construction of Kitchen-cum-Stores; out of the sanctioned 8,69,223 kitchen-cum-stores, till 2010-11, 5,09,692 (59%) kitchen-cum-stores have been constructed and construction is in progress in 1,24,426 (14%) kitchen-cum-stores across the country. Major unutilized amount, in this regard, lies with Maharashtra, Andhra Pradesh, West Bengal, Bihar and Odisha.

8. The observations of the monitoring institutes were shared with the States and they were requested to take corrective action on the suggestions. In addition, the MHRD has constituted Review Missions consisting of representatives from the MHRD, State Governments, UNICEF and office of Supreme Court Commissioner. So far these Review Missions have covered Uttar Pradesh, Assam, Bihar, Andhra Pradesh, Gujarat, West Bengal, Madhya Pradesh, Maharashtra, Kerala, Tamil Nadu and Uttarakhand. The Review Mission reports have been conveyed to the concerned States, who were requested to submit the Action Taken Note on the recommendations of the Review Missions.

9. The States were requested to set up effective Grievance Redressal Mechanisms (GRM), to address the complaints of the stakeholders in a time bound manner. The States were also requested to carry out social audit through participatory budgeting, as well as public expenditure tracking to enhance accountability of the MDMS functionaries. This could be facilitated by making the Information available, mobilizing the Community and ensuring there is an effective Grievance Redressal Mechanism.

10. The above tasks could be effectively carried out and monitored if the State Steering-cum-Monitoring Committee (SSMC) meetings are held regularly, under the chairpersonship of the Chief Secretary of the State. The representatives of the Monitoring Institutes could be invited to attend the SSMC meeting to present their findings.

11. The States were also apprised of the progress in the Web based MIS with integration with IVRS, which is at an advanced stage of development and would be rolled out by May, 2012. The timely availability of data, as a result of this would ensure proper planning and monitoring of the Scheme.

12. The States were advised to visit the newly developed website ([www.mdm.nic.in](http://www.mdm.nic.in)) of Mid Day Meal Scheme for regular updates on the MDMS. The States were also requested to ensure that the MDM logo is widely publicized.

13. The representatives of the States / UTs raised the following issues:

- i. Representative of Punjab Government raised the issue of **revision of MME rate**. Many other States / UTs agreed that MME norm needs revision.
- ii. Representative of the Government of Punjab also raised the issue of **enhancement of honorarium to Cook cum helpers** from the existing Rs. 1000 per month. Secretary, Govt. of Kerala also endorsed this. He said that the

honorarium of Rs. 1000 is insufficient and no person in Kerala is willing to work at honorarium. He also mentioned that Government of Kerala is making payment to each cook-cum-helper as per the minimum wage rate. He added that it would be best if Cook-cum-Helpers were engaged under MNREGA

Secretary(SE&L) clarified that the work of cook cum helpers is part time work and does not come under the purview of Minimum Wages Act. She also mentioned that honorarium of Rs. 1000 was introduced from December, 2009 as an improvement over the earlier, very low labour and administrative charges @ 40 paisa per child per day.

- iii. Secretary, Govt. of West Bengal raised the issue of coverage of pre-school children under MDM scheme as they suffer from severe malnutrition.
- iv. Principal Secretary, Govt. of Andhra Pradesh requested for extension of the MDM Scheme to Class IX and X. He mentioned that mid day meal is being currently provided to these children from the State resources.
- v. Secretary, Govt. of Gujarat raised the issue of food norm of 100 gram for primary and 150 gram for upper primary children and stated that this much quantity is too much for the children. Director, Govt. of Haryana endorsed the views of Secretary, Govt. of Gujarat and suggested that MHRD may like to revisit the matter and reduce the food norm.
- vi. Secretary, Govt. of Gujarat also mentioned that the present cooking cost for primary and upper primary children is not sufficient to serve the meal as per nutritional and calorific value prescribed under MDM Guidelines and requested to revise the cooking cost to counter the effect of inflation in the food and fuel items of MDM basket.

Secretary(SE&L) clarified that the food norms under Mid Day Meal Scheme were fixed as per the recommendations of the nutritional expert committee to meet the calorific and nutritional norms as per the prescribed guidelines. The cooking cost has been increased by 7.5% every year in the last two years. It will be revised appropriately in the current year as well.

- vii. Principal Secretary, Govt. of Andhra Pradesh raised the issue of revision of norms for procurement of kitchen devices and said that Rs. 5000/- per school is not sufficient and it may be revised keeping in view the enrolment of the children in the school in the same manner as that for kitchen-cum-stores. Many States / UTs supported the views of the Secretary, Govt. of Andhra Pradesh and requested for revision of the norms for procurement of kitchen devices.
- viii. Secretary(SE&L) advised that centralised kitchen should only be set up / used in urban areas where there is lack of space to construct the kitchen-cum-stores in the school premises. She added that the purpose of Mid Day Meal Scheme is not only to serve a meal to the children but also to provide opportunities to the community to participate in the Scheme, break social barriers etc.

- ix. Ms Anita Kaul, AS(SE&L), MHRD mentioned that MDM is an entitlement of the children under Right to Education Act. The Model Rules provide that School Management Committee should monitor the Mid Day Meal Scheme, to ensure its effective implementation.

## TEACHER EDUCATION

Dr Amarjit Singh, stated that in the session discussions would take place on the reform initiatives in NCTE, revision of the Centrally Sponsored Scheme on Teacher Education and development a new website on Teacher Education. He stated that the Department of Expenditure has approved the proposal for revision of the Teacher Education Scheme and the approval of the Cabinet would be sought shortly.

2. Shri Vikram Sahay, Director (Elementary Education) made a presentation on the reforms in NCTE and the main components of the revised Scheme of Teacher Education. He stated that the scheme has been revised based on the various provisions of RTE and also to consolidate and strengthen the existing institutions. The need was also felt for expanding the capacity of teacher education particularly in the North East and Eastern sector. The revised scheme had provision for greater use of ICT and also for establishing an effective monitoring system. He also intimated of the changes in the revised scheme of Teacher Education. One of the major changes was funding pattern - shift from 100% centrally sponsored to 75:25 for general category States and 90:10 for North Eastern States including Sikkim. The detailed presentation is at **Annexure-9**.

3 After the presentation, discussions were held on the revised Scheme and other matters relating to Teacher Education. Shri Sunil Kumar, Additional Chief Secretary, Government of Chhattisgarh stated that while the revised Scheme would benefit the States in improving the quality of teacher education, he requested the Department to re-consider the decision to change the funding pattern as it would lead to a substantial resource burden on the State exchequer. Smt Anshu Vaish, Secretary, Department of School Education and Literacy stated that 100% Central funding has been since inception of the Scheme in 1988, and given the fact that all the institutions funded under the Scheme are state-owned institutions, financial stake of the State Government was considered necessary. She stated that the revised funding pattern was recommended by the NCERT in its Report of August, 2009 on evaluation of the Scheme which was also shared with the States. The revised funding pattern has already been approved by the Department of Expenditure.

4 Shri Rajesh Bhushan, SPD-SSA, Government of Bihar stated that the proposal for training of untrained teachers by IGNOU and Nalanda Open University are awaiting approval of the NCTE. Smt. Anita Kaul, Additional Secretary, Department of School Education and Literacy stated that a meeting was recently convened with IGNOU on the matter and IGNOU is in a state of preparedness to offer the 6-month enrichment module and as also the 1-year revised curriculum for the untrained teachers of Bihar. Shri Vikram Sahay, Director informed that the proposal of SCERT, Bihar and Nalanda Open University are under consideration of the NCTE and decision would be communicated shortly.

5 The representative of NCT of Delhi sought intervention of the Ministry in the matter of pay structure of teacher educators of the DIETs in Delhi. Secretary (SE&L) stated that matters relating to pay and other conditions of teacher educators of DIETs are within the



domain of the State Government and it is for the Government of NCT of Delhi to address this issue.

6 Smt Aparajita Sarangi, Secretary (Education), Government of Orissa stated that the budgetary preparations are on in the State Government and requested that the Central Government may convey its decision to the State Governments regarding revision of the fund sharing pattern at an early date so that the same could be incorporated in the budget proposals. Secretary (SE&L) informed that formal communication would be made to the States as soon as approval from the Cabinet is obtained.

7 Shri Banamali Sinha, Secretary (School Education), Government of Tripura welcomed the proposal to use State SORs for preparing estimates for civil works. He stated that the State faces the problem of large number of untrained teachers and lack of teacher training institutions. He requested the Ministry to share with them the list of 50 leading institutions identified by the Ministry for undertaking training of the teacher educators. He also requested that the 18-month course of IGNOU be launched at an early date.

8 JS(EE I) stated that at present more than 35% of posts of teacher educators in DIETs are vacant. While during the XI Plan, the total expenditure under the Scheme would be around Rs 1500 crore, for the XII Plan, the total estimated outlay is over Rs 6,000 crore which would be beneficial to the States in augmenting teacher training capacity. Prof Vibha Jaoshi, IGNOU stated that preparations for conducting the 6-month course for Bihar has been completed, while the 18-month module for the untrained teachers of NE Region who had earlier undergone the 6-month CPE programme would be made available shortly.

9 Smt. Anita Kaul stated that capacity in DIETs should be used for preparing new teachers, while training of the untrained teachers should be conducted in the ODL-cum-contact mode and not as face-to-face training in the DIETs. State Governments should prepare their proposals for training of untrained teachers and incorporate them in the Annual Work Plan under the SSA.

10 Shri Vikram Sen, Secretary (School Education), Government of West Bengal stated that over 75,000 teachers who need to be trained. He stated that the norms of NCTE of using only NCTE recognized institutions as study centres is extremely restrictive and the State Government would face difficulty in conducting the contact programmes. JS (EE.1) stated that NCTE could consider allowing BRCs as study centres, as was allowed for Uttar Pradesh. With regard to the proposal of the State Government for training of untrained teachers by the West Bengal Board of Primary Education and other examining bodies, Shri Vikram Sen requested that the NCTE should organize one-on-one meetings with the State representatives so that the issues could be addressed and decisions taken promptly.

11 Smt LS Changsan, SPD, Government of Assam stated that the untrained teachers who have undergone the 6-month CPE course need to be offered the 18-month module by the

IGNOU. She also informed that a proposal for training of the other untrained teachers by KK Handique State Open University has been sent to the NCTE for its approval.

12 Shri R.P. Gupta, Secretary (School Education), Government of Gujarat stated that the State is facing problem of Science teachers as very few Science Graduates join the teacher education programmes. He requested that B.Tech may be allowed as an eligible qualification for persons to join the B.Ed. course.

13 Several State representatives, including from Tripura and Madhya Pradesh raised the issue of the fees charged by IGNOU for training of untrained teachers. It was stated that while under SSA financial assistance is available @RS 12,000 per teacher, IGNOU was charging around Rs 15000-17000, which is making it burdensome for the States. It was decided that a reference would be made to IGNOU on this issue to restrict the fees for training of untrained teachers of Government schools to Rs 12,000.

14 Secretary (Education), Government of Tamil Nadu stated that the syllabus for the teacher education courses has been revised and the State Government has notified the RTE Rules. While welcoming the revised Scheme, he stated that the DIET buildings are old and urgent need of repair and renovation.

15 Prof R Govinda, Vice-Chancellor, NUEPA stated that evaluation of training of untrained teachers by IGNOU by the State Governments of Bihar and Jharkhand has revealed that downstream operations, such as quality of study centres, availability of mentors, evaluation system, etc were very weak. While study materials were dispatched, they did not reach the teachers in time. He stated that training of untrained teachers has to be a collaborative effort between the examining body and the State Government, for which the State Government should constitute a dedicated Task Force for monitoring its implementation.

16 Dr Amarjit Singh, JS (EE.I) made a presentation on the website on the new Website on Teacher Education. He gave a brief idea of its content and requested the State Governments to make use of this website. He also sought feedback from the States for improvement and enrichment of the content of the website.

## SECONDARY EDUCATION

### Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

In her opening remarks, JS (SE I), informed the Secretaries about the major recommendations of the Working Group on Secondary Education for the 12<sup>th</sup> Five Year Plan. She stated that D/SE&L has proposed that RMSA should become an umbrella programme under which the other existing schemes such as ICT@ school scheme, IEDSS, Vocationalisation of Secondary Education, Girls' Hostels etc would be subsumed. The approach would aim at convergence entailing integrated and holistic planning for 'school' as a unit. She also shared with the Education Secretaries the decision of the Government to include the Mission Mode Project on School Education under the National e-Governance Plan.

She flagged the issue of the applicability of SORs in Civil Works especially under RMSA and Model School Scheme. She also spoke about the paucity of funds under RMSA and said that the matter is being pursued by the Department of SE&L with MoF. She pointed to the need for States to complete the School Mapping exercise in order to make the planning for the secondary school sector factual and realistic. Further, she also emphasised that planning and formulation of proposals for interventions under RMSA should be based on empirical data in order to achieve quality in programme implementation.

Smt. C.K. Deshmukh, Director, (MHRD) thereafter made a presentation on the review of the implementation of RMSA and ICT@ Schools. A copy each of the presentations is attached at **Annexure 10 and 11.**

(i) The following issues were deliberated wherein State-wise performance/achievements were also discussed.

- a) Status of School Mapping Exercise
- b) Finalisation of Secondary Education Management Information System (SEMIS)
- c) Discrepancies in SEMIS Data
- d) Quality interventions
- e) Curriculum Reforms
- f) Teacher Training
- g) Capacity Building
- h) Equity
- i) Civil Works
- j) Financial Management
- k) Audit Reports & Annual Report
- l) Provision of State Share

**(II) ICT @ Schools**

- a) *Issues pending with State Governments: (Annexure 12)*
- b) Non Receipt of Computer Education Plan (CEP) for 2011-12
- c) Non consideration of CEPs for 2011-12 as the representative from respective State Governments was not present
- d) Pending Utilization Certificates, Progress Report and Budget Provision
- e) Pending Budget Provision by State Govt.
- f) Unspent balances

In the discussion that followed the presentation on **RMSA and ICT@ schools**, the following issues were raised:

(i) Shri Hasmukh Adhia, Principal Secretary, Govt. of **Gujarat** agreed that the progress on civil works has not been good in 2009-10 and 2010-11, and the main reason is the amount sanctioned as against amount demanded. He suggested that additional budget provision should be made because most of the States are not able to support the liability that has arisen due to this situation. Alternatively, the size of the school building may be reduced and instead of 8 rooms, for example, 5 rooms may be built.

Responding to this, the Secretary (SE&L) agreed that cost ceilings for construction are a problem. However, a proposal for applying of State SORs in civil works under RMSA has already been mooted with the Planning Commission.

(ii) Shri D. Sambasivarao, Principal Secretary, Govt. of **Andhra Pradesh** also raised the issue of fund shortage. He informed that the State has utilised the entire amount under RMSA and ICT and has not been able to pursue the pending construction work due to lack of funds. With regard to the ICT Scheme he suggested that standard NCF compliant e-content should be developed by the NCERT/CIET.

While agreeing with the point made, JS (SE I) informed that States such as Kerala and Delhi have developed e-content on their own. She also informed that CIET has been requested to formulate a generic framework that can guide and support the States in designing the training curriculum and developing modules for teachers' training in ICT.

(iii) Smt. Choten Lama, RMSA-SPD **West Bengal** raised the issue of extending the coverage of RMSA to aided schools. She said that the State would not be able to achieve the RMSA goals without coverage of aided schools which West Bengal has in significant numbers. She also pointed to the insufficient release of funds with reference to the works approved by the PAB.

It was clarified by JS (SE-1) that the reason for the difference between the sanctioned and released amount is the huge unspent balance of Rs 13 crores lying with the State.

(iv) Representatives of **Himachal Pradesh, Haryana, Rajasthan, Kerala, Punjab and Maharashtra** also raised the issue of inadequate and delayed release of funds under RMSA.

JS (SE I) agreed that the current allocation of funds under RMSA is inadequate as against the projected requirement and the issue of paucity of funds is being raised by the Department of SE&L at relevant quarters in the GoI. She clarified that any further release of funds to States will be subject to availability of additional funds towards the end of the financial year.

(v) **Kerala** RMSA-SPD and Secretary, Education, Shri Sivashankar invited attention to the issue of managing e-waste. He observed that with a huge inventory of 'more than 10 year old' computers in schools and institutions, this issue has become real and immediate. He suggested that proper guidance on disposal should be provided to Schools. He also elaborated on the Kerala experience of content creation for schools on a free and open software platform on a sustainable basis.

JS (SE I) commended the successful effort of the State, and suggested that the other States may also consider replicating the Kerala experience for content creation under ICT Scheme.

(vi) **Bihar** RMSA-SPD and Secretary, Shri Rajesh Bhushan raised the issue of utilising funds allocated for preparatory activities. He sought clarification with regard to the need for re-validation of the amount and the need to submit an audit report.

He was informed that the proposal has been moved to IFD for a formal approval.

(vii) **Assam**, RMSA-SPD, Shri Jayant Narlikar pointed out that with regard to SEMIS, separate and dedicated staff is required at the district level. He also informed that funds are yet to be released to the State under RMSA for civil works.

With regard to SEMIS, Joint Secretary (SE I) informed that unification of DISE and SEMIS is on the cards and a unified DCF is also being formulated. Therefore the strategy is to have a single nodal agency at the State and district level for data collection, capture and entry (validation). She also informed that funds under RMSA will be shortly released to the State as necessary approvals have been granted.

(viii) Additional Chief Secretary, Education from **Chhattisgarh**, Shri Sunil Kumar mentioned that for the last two years the State has not been able to make any progress under the ICT Scheme. Several attempts had been made to get agencies to take up work and finally last year all the three divisions of the State had been allocated to different agencies on BOOT model. He mentioned that work has been approved on a higher unit cost than permissible under the Scheme and since the work has been tendered on a BOOT model, the agencies have actually quoted rates that are inclusive of both recurring and non-recurring costs. He requested that if not the non-recurring cost at least the current (revised) recurring cost under

the Scheme be provided to the State (in place of the old rates under which the project was sanctioned).

Joint Secretary (SE I) assured that the Ministry will take it up with Integrated Finance Division for necessary approvals.

(ix) Secretary, Education, **Maharashtra** informed that with regard to school mapping the Government of Maharashtra has completed manual mapping as well as GIS mapping. The master plan has been put on website and suggestions and objections have been invited from the public.

**(I) Model School Scheme**

(i) Shri Harish Kumar, Deputy Secretary (Model School) made a brief presentation on the Model School Scheme (**Annexure-13**). While sharing the status of implementation of State sector Model schools, the details of Model Schools to be set up under Public-Private Partnership (PPP) mode was also shared with the States. He informed that the PPP mode will be implemented from 12th Five Year Plan (FYP) and out of 2,500 model schools to be set up under PPP mode, 500 PPP Model schools are proposed to be set up during the first year of the 12<sup>th</sup> Five Year Plan and 1000 each, in two subsequent years.

(ii) Secretary (Education), **Andhra Pradesh** said that the tendering process has been initiated for the Model Schools (under State sector) sanctioned to the State. But he raised the issue of the existing unit cost and requested that the State Schedule of Rates (SoRs) be made applicable. On the PPP component of the scheme, he inquired about the modality of identifying the 500 blocks that would be taken up in the first phase.

Secretary (SE&L) informed that applicability of State SoRs for civil works under Model School has been mooted by the Department for consideration of the competent authority. As regards identification of the 500 blocks for implementing the first phase of PPP component, she informed that the rationale for distribution of schools amongst States is being finalized.

(iii) Secretary (School Education), **Rajasthan** inquired about the bidding process for setting up of model schools under PPP mode.

He was informed that there will be only technical evaluation of proposals and the Department of SE&L is in the process of finalising the modalities for the same including weightages for parameters to be identified. It was also mentioned that the State Governments would have to play a crucial role especially with regard to facilitating private entities in identifying and procuring land for setting up Model schools.

(iv) **Additional Chief Secretary** (School Education), Chhattisgarh said that there are many blocks in the State which are Left Wing Extremism (LWE) affected areas but do not figure in the list of EBBs of the State. However, there is a need to set up model schools through State sector in these blocks as the PPP model is unlikely to succeed.

Secretary (SE&L) clarified that identification of EBBs has been done based on rural literacy rates and their number is fixed at present. However, the concern and suggestion of the State Government are both valid. Hence, the Department will look into the feasibility of implementing the proposal.

(v) Secretary (School Education), **Odisha** wanted to know whether selection test would be permissible for admitting students in Model schools.

Secretary (SE&L) stated that the issue is at present under consideration of the Hon'ble Supreme Court and clarity on the subject is likely to emerge only after the judgment of the Supreme Court is delivered.

#### **(IV) Inclusive Education of Disabled at Secondary Stage (IEDSS)**

A presentation on the Centrally Sponsored Scheme "Inclusive Education of Disabled at Secondary Stage (IEDSS) was made by Dr. Alka Bhargava, Director, D/o SE&L. The presentation is placed at **Annexure-14**.

The following is a summary of the discussions that followed:

(i) Shri Hasmukh Adhia, Principal Secretary, **Gujarat** referred to the assistance being provided to Mentally Retarded (MR) children under IEDSS and pointed out that the State has approached the National Institute for Mentally Handicapped, Hyderabad to train master trainers. However, a response has not been received yet. He asked if it was possible to seek the assistance of local experts/Institutes.

Secretary (SE&L) observed that in view of the need for such assistance across States, it may not be feasible to depend only on the national institutes and the States could identify local institutions depending on their capacities. Rehabilitation Council of India (RCI) could be approached to assess the capabilities of such local institutions.

(ii) Ms. Choten Lama, SPD, **West Bengal** mentioned that the teacher pupil ratio of 1:5 prescribed under the Scheme may not be feasible since all teachers are trained in single disabilities. She also said that the general teachers should be encouraged to undergo special education courses to tide over the shortage of special educators.

Secretary (SE&L), agreed that there is a shortage of special teachers. However, with the notification of NCTE recognising persons with B.Ed. and D.Ed. in Special Education as eligible for appointment as general (elementary) teachers the situation should improve.

(iii) Shri Sunil Kumar, Additional Chief Secretary, **Chhattisgarh** said that a 'retooling' of mainstream teachers for special education should be taken up so that they are able to fill the current gap. This strategy saw general agreement.

(iv) Secretary, School Education, **Kerala** narrated the successful experience of using parents as resource persons in Kerala. It was generally agreed that the parents can be seen as critical stakeholders who can positively contribute to making classroom transactions inclusive in the real sense.

#### **(V) Vocationalisation of Secondary Education**

a) A presentation on the revised Centrally Sponsored Scheme "**Vocationalisation of Higher Secondary Education**" was made by Dr. Alka Bhargava, Director. The imperative of strengthening VE in the backdrop of demographic and educational requirements was emphasized (**Annexure-15**). The Guidelines of the revised scheme have been communicated to all States. She stated that proposals from Haryana, West Bengal, Assam, Mizoram, Bihar and Kerala have been received. Funds have been released to Haryana for implementation of the pilot.

b) A brief was also given on the recommendations of the sub group constituted for 'Vocational Education in Secondary Education for the XII Plan', which includes the recommendation for subsuming vocational education within RMSA. The presentation also gave an update of the development of the National Vocational Education Qualifications Framework (NVEQF) by the Ministry.

c) A presentation was then made by Ms Ranjani Vaidyanathan from NSDC. She outlined the objectives of the NSDC and the Sector Skill Councils being established.

d) This was followed by a presentation by Dr R.B.Shivagunde, Jt. Director, PSSCIVE, Bhopal. He outlined the pivotal role of CIVE in development of curriculum and course material as well as teacher training under the NVEQF for levels 1-4. He spoke about the initiatives taken by PSSCIVE, the material developed as well as the trainings organised. The States were advised to seek the guidance and support of PSSCIVE for strengthening their vocational education programmes in secondary and higher secondary schools.

e) The summary of the ensuing discussions is as follows:

(i) Shri C.V. Purushottam, Special Officer, NVEQF, **Karnataka** enquired about the National Occupation Standards (NOS) and details of Sector Skill Councils set up. He requested that guidelines on the implementation of the Scheme and material from PSSCIVE should be urgently made available to States.

He was informed that the details of curriculum, course material and teacher training would be provided by PSSCIVE to the States very soon.



(ii) Ms. Surina Rajan, Principal Secretary, **Haryana** provided an update on the pilot being undertaken in the State. She informed that a publicity strategy has been formulated and a State level committee constituted for the purpose. Posts are being sanctioned for recruitment of teachers and 4 sectors, namely retail, automobile, security and IT/ITES have been identified and will be taken up in 40 schools. Vocational courses will be introduced as a substitute or additional course to test the response of the children as well as the delivery mechanism.

Secretary (SE&L) apprised the State Secretaries that though the Scheme is for Classes XI-XII, approval has been received for pilots in Haryana and West Bengal for introducing VE in Class IX. The pilots would indicate whether vocational courses in Class IX as an addition or as a substitution. She urged the States to establish contact with NSDC directly for skill mapping and identify the sectors accordingly. The curriculum and course material developed by CIVE for identified sectors will be shared with States.

(iii) Ms. Ranjani Vaidyanathan from NSDC informed that the courses to be chosen should be based on the demand for the jobs for which skill gap analysis is required to be done by the SSCs

(iv) Shri Manoj Agarwal, Secretary, Technical Education, **West Bengal** also mentioned that provision should be made for providing vocational education to the migratory persons also.

(v) Shri Hasmukh Adhia, Principal Secretary, **Gujarat** suggested that there should be a 2-pronged approach to implementation: one of putting a regulatory framework for assessment and certification, and the other to develop a framework with NSDC (SSCs) for skill mapping, to assess the gap and thereafter help the States to introduce the NVEQF and implement it.

(vi) Director, NCERT enquired whether there was provision for recognition of prior learning (RPL). Secretary (SE&L) informed that the NVEQF does contain provisions regarding this. It is envisaged that the testing of competency would be done for mapping the skills to the appropriate level and the literacy and numeracy competencies will be bridged, if required, by the open school system.

(vii) Shri Vineet Joshi, Chairman, CBSE informed that AICTE has given a model, with increasing number of hours to be allocated for vocational education vis-à-vis general education, as the levels increase from 1 to 7. He also informed that within the total hours of 1000-1200 per year for a school child, 190 hrs can be taken out from SUPW and general subjects like Mathematics, Science and SST. Vocational courses can be introduced as an addition in this duration, without extra burden on the child. As an illustration he informed that CBSE had attempted sifting out repetitions and overlaps in course content. 18 hours out of a total of 45 hours per week had been available for introducing vocational courses. CBSE together with PSSCIVE had worked on the curriculum for automobile sector. However the

major issue was capacity building of the teachers. Referring to the presentation made by NSDC where funds have been made available to organisations for developing the content for teacher training, he suggested that the names of associated organisations could be made available to the States so that they could associate them in training of master trainers.

(viii) **Secretary SE&L** observed that detailed implementation guidelines for the operationalization of the Scheme as well as its linkages with the NVEQF will have to be formulated by the DSEL and shared with the States so that there is uniform and clear understanding of roles and responsibilities of each stakeholder.

(ix) **Secretary, West Bengal** urged that since the academic session starts in January in the State, the pilot project should be sanctioned at the earliest. The required competency levels of the teachers in all 4 sectors should be made available.

#### **(VI) Construction of Girls 'Hostels Scheme**

a) Ms. Arun Prabha, Deputy Secretary (GH), made a presentation on the Scheme and its status (**Annexure-16**). Attention was drawn to the incomplete proposals submitted by various State Governments resulting in delays in release of grants. States were advised to submit their proposals complete in all respects along with all the requisite documents/certificates.

b) The summary of the ensuing discussions is as follows:

(i) **Principal Secretary, Gujarat**, pointed out to the difficulty in sending large numbers of documents and certificates required to be forwarded with the project proposals. He stressed the need to reduce the number of certificates as also to standardise format for submission of proposals.

JS (SE.I) agreed that there is need to standardize and also to streamline the process for submission. But at the same time diligence at the State level also needs to be enhanced so that the proposals are submitted as per norms and adhere to guidelines. Secretary (SE&L) directed that the system may be reviewed and a standard format be evolved to seek only necessary documents and certificates from States.

(ii) **UP** requested that the provision for construction of a veranda should also be added in the Scheme.

JS(SE.I) informed that space norms for construction of Girls' Hostels have already been worked out and circulation area has been fixed as such and any additional expenditure for construction such as veranda etc. and has to be borne by the State Government.

(iii) **HP** sought relaxation in terms of the hostel capacity as per needs of the location and likely number of inmates.

Secretary (SE&L) stated that such flexibility is available under KGBV Scheme. She suggested that the Girls' Hostel Scheme may also consider providing optional models as in the KGBV Scheme.

(iv) **Karnataka** demanded site development charges also for construction of Girls' Hostels.

Secretary (SE&L) informed that site development charges cannot be provided under the scheme and the State may consider dovetailing funds from other schemes such as MNREGA.

(v) **MP** drew attention to the proposal sent by them for release of recurring grant in respect of Girls' Hostels temporarily running in KGBVs and in rented buildings.

DS (GH) informed that the matter regarding payment of rental has been taken up with Ministry of Finance, Department of Expenditure and their decision is still awaited. Secretary SE&L directed that the rest of the recurring grant may be processed for release pending decision on the issue of rental.

Secretary (SE&L) mentioned that the Ministry through the Working Group on Secondary Education for the 12<sup>th</sup> Five Year Plan has recommended the continuation of the current fund sharing pattern of (75:25 between the Centre and the States and 90:10 for North-eastern states) under RMSA. She added that the Ministry had proposed extending coverage of RMSA to aided schools and Higher Secondary schools, and adoption of State SORs for civil works. Secretary (SE&L) said that the approach recommended for 12<sup>th</sup> Plan for convergence of all secondary school schemes (excluding Model schools) under the RMSA programme would ensure holistic, integrated planning and appraisal of the Annual Plan. However, this would entail that the States conduct the mapping exercise comprehensively so that proposals are empirical and the quality interventions under the programme are appropriately provided for. While acknowledging availability of funds as a constraint in implementation, she appreciated the progress made by the States under various Secondary Sector schemes in such a short time.

#### **(VII) National Means cum Merit Scholarship (NMMS) and National Scheme of Incentive to Girls for Secondary Education (NSIGSE)**

A presentation was made by Shri K. Mathivanan, Director (SS) on the centrally sponsored scheme namely National Means-cum-Merit Scholarship Scheme (NMMSS) which is at **Annexure-17**. After giving a brief outline of the scheme, he pointed out that the proposals under NMMSS are still to be received from 5 states for the years 2010-11 and 14 states for 2011-22. He also explained that a major factor in the delay in disbursement of scholarships is furnishing of incorrect data by the States and the other being non-submission of proposals. He therefore, requested the States to submit complete and correct proposals in the relevant proforma in a consolidated form. He also indicated that states should take active

interest in the scheme and provide the correct data viz. correct bank account number, IFS code etc. to MHRD/SBI for pending proposals so that all backlog cases could be cleared immediately.

2. A presentation was made by Canara Bank on NSIGSE scheme (**Annexure-18**) particularly with regard to development of web portal for online data feeding by States/UTs. It was explained by the bank that with the operationalization of the web portal, the proposals under the scheme will be submitted by the State Governments on line. This will eliminate the possibility of feeding incorrect data and bank account numbers which was the major cause for delay in the processing of the proposals and ensure error free entry of data and timely release of funds. The bank informed that a few states have not transferred the sanctioned money to them so far. They requested the State of Gujarat, NCT of Delhi and Chandigarh UT to transfer the funds released to them for the year 2009-10 and 2009-10 & 2010-11 respectively to Canara bank at an early date.

3. Shri Apurva Chandra, Joint Secretary(SE-II) pointed out the issue of non fulfilment of quota of scholarships allotted to states and requested them to take adequate steps like ensuring maximum number of eligible students to appear in selection test for fulfilment of quota. Ms. Aparajita Sarangi, Secretary, Mass & School Education Department, Odisha also spoke about non-fulfilment of quota by Odisha and assured to take necessary action in this regard. JS (SE-II) also mentioned about the proposals not being received in time as well as incorrect data resulting in delay in sanctions and disbursement of scholarships. JS (SE-II) requested the representatives from the States/UTs to personally support the implementation of both the schemes (NMMSS and NSIGSE), which are meant to benefit the economically weaker sections of the society.

4. Secretary (SE&L) in her concluding remarks appreciated the exhaustive presentation made by the Canara bank and requested States for their cooperation in speedy and effective implementation of the schemes.

#### **(VIII) National Council of Educational Research & Training (NCERT)**

Professor Davinder K. Vaid, Dean (C) and Head, Department of Educational Surveys and Data Processing (DES&DP), NCERT made a presentation on the status of 8<sup>th</sup> AISES activities specifying the objectives of this important activity conducted by NCERT as creating a database about school education system in respect of access, enrolment, retention, infrastructural facilities, teachers, etc. He stressed that the output of the 8<sup>th</sup> AISES is envisaged to be used in the formulation of 12<sup>th</sup> Five Year Plan and it has been awaited earnestly by planners, researchers and administrators at the national and State levels. Differentiating the AISES from other surveys, he stated that AISES is an intensive exercise covering all recognized schools from class-I to Class-XII in each habitation village and urban area in the country.

He explained that the survey is being organized jointly by MHRD, NCERT and 35 States/UTs at the State/UT level. A State Survey Unit has been established in each State/UT for execution of Survey and coordination of all Survey activities in the State/UT, which may be listed as below:

- i) Updating the school directory;
- ii) Collection of data and manual scrutiny;
- iii) Data Entry of Flash Sheets and Main Schedules;
- iv) Validation/reconciliation of data; and
- v) Release of Survey reports.

He informed the State Secretaries that Flash Report of the Survey was planned to be released in August 2010 and the Mains Report in May 2011 but both deadlines have been missed. Thereafter, he presented the status in respect of completion of the activities relating to Flash Sheets. The Presentation is at **Annexure – 19**.

In respect of preparation of School Directory, he informed that the directory was initially updated in all the states but certain problems have been observed at the time of data entry of Flash Sheets which need modifications by States/UTs.

The work relating to Data Collection, Data Entry and Data Validation was complete in 12 States, which are Punjab, Delhi, Sikkim, Mizoram, Tripura, Daman & Diu, Andaman & Nicobar Island, Andhra Pradesh, Goa, Lakshadweep, Kerala, Dadar and Nagar Haveli. NCERT is in the process of generating reports in respect of these states.

In another five states, viz., Chandigarh, Chattisgarh, Maharashtra, Tamil Nadu and Manipur the work is at an advanced stage of completion but in remaining 18 states the activity was reported to be at different levels of completion. The situation seems to be deserving most attention in the States of Haryana, U.P., Bihar, Assam, Jharkhand, Odisha and Gujarat.

After that a detailed region-wise presentation of the Status of the data collection, data entry and data validation activities in all the States/UTs was made.

In the Eastern Region, the work relating to Flash Report was complete in three States viz., Sikkim, Tripura and Andaman and Nicobar Island. The states of Bihar, Jharkhand, Odisha and West Bengal have still to achieve 100% data entry/validation.

In the Northern-eastern Region, all the activities relating to Flash Report were reported to be complete only in one state viz, Mizoram. In the remaining 5 states- Arunachal Pradesh, Assam, Manipur, Meghalaya and Nagaland, greater attention was requested for completion of the Survey activities.

In the Northern Region, two states viz, Delhi and Punjab had completed all the activities relating to the generation of Flash report. However, the States of U.P., Uttarakhand, J&K, and Haryana were reported to be lagging in respect of completion of data entry/data validation work.

In the Western Region, in three states, viz., Goa, Daman and Diu and Dadar & Nagar Haveli, the activities relating to data entry and data validation of Flash Sheets were reported to have been completed . However, the states of Rajasthan, Chattisgarh, M.P. and Gujarat were still to achieve 100% completion of work of data entry/data validation of Flash Sheets.

The position of Southern States was relatively better as three states viz. Andhra Pradesh, Lakshadweep and Kerala had completed all the activities relating to generation of Flash Report. In the state of Karnataka, Tamil Nadu and Puducherry, some work particularly relating to data validation was still pending.

Professor Parvin Sinclair , Director, NCERT observed that there is a need for developing alternative strategies in respect of data collection as well as data entry for completion of the work relating to 8<sup>th</sup> AISES. She urged the States to think of the alternative ways for completing the work may be by deputing independent enumerators for collection of the data wherever it is pending or some other way by which the work relating to data entry is completed within the next few weeks.

The delegate from the State of Haryana raised a query as to the need for conducting All India School Education Survey when the other systems like DISE and SEMIS are already at work. She observed that it takes a lot of time on the part of the States to complete the different activities relating to survey which may be avoided. In response, Prof. Vaid explained that there is a difference in the scope and objectives of AISES as compared to the other two Surveys.

Secretary SE & L thanked Professor Vaid and Professor Parvin Sinclair for presentation on the status of 8<sup>th</sup> AISES and reiterated that all the States must complete the pending work relating to generation of the Flash Report at the earliest. She stressed upon the need and usefulness of the 8<sup>th</sup> Survey data for making educational planning at the national and state levels. She observed that as most of the States have already collected the data, all efforts should be made to complete the pending work relating to data entry so that the reports are available at the earliest. She urged the States to complete the work relating to 8<sup>th</sup> AISES on priority basis.

#### **(IX) National Institute of Open Schooling (NIOS)**

Dr S.S. Jena, Chairman, National Institute of Open Schooling (NIOS) made a presentation on the open schooling system in the session devoted to RMSA. The presentation is at Annexure – 20.

Dr Jena Stated that despite massive expansion of educational facilities in Secondary schooling, a large number of adolescents and youth in the concerned age groups are not being able to take advantage of formal schooling during stipulated school hours due to a variety of reasons. It is thereafter necessary to design, create and establish alternative educational provisions for such prospective learners.

The revolution brought about by the growth of Information and Communication Technology (ICT) has strengthened the systems or Open and Distance Learning (ODL) and enabled the adoption of flexible, learner friendly and multi-channel approach to teaching-learning.

The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) envisions universal access to Secondary Education by the year 2020. The main focus of RMSA is to provide access to Secondary Education with special emphasis on economically backward, girls and disabled children, and marginalized categories like SCs, STs, OBCs and Educationally Backward Minorities (EBMs).

If the ODL system has to cater to 15 percent students in secondary education, it should develop a capacity to provide education to 1.20 crore school age going children in the age group 14-18. NIOS at present enrolls more than 4.8 lakh students annually with a total cumulative enrolment of 2.2 million learners currently both for secondary and Sr. Secondary level. But it is envisaged that a bulk of enrolment should be with the State Open Schools with the target of about 10 million learners to support RMSA. It is in this context that the NIOS should largely function as a resource organization to help in creating State Open Schools (SOSs) and strengthen them by organizing capacity building programmes and undertaking systemic researches.

The National Institute of Open Schooling (NIOS) provides opportunities to interested learners by making available the vocational courses through ODL mode. For the vocational education **blended learning** approach, using both ODL methodologies and hands on training, is followed. The NIOS, State Open Schools and other ODL institutions need to be linked with the State skills development centres to achieve the target of linking education with livelihood.

During discussion, it was pointed out that NIOS has about 2,300 Study Centres and 2,100 Accredited Vocational Centres in the country. These numbers are much too small for expanding the ODL system significantly in the country. The States were requested to contribute to the expansion of ODL by:

- (i) Establishment of NIOS Study Centres in Government and Government Aided Secondary and Sr. Secondary Schools;
- (ii) Establishing Study Centres in technical and vocational educational institutions in the States for vocational educational and skill training;
- (iii) Establishing effective and monitoring supervisory support for examination of NIOS;
- (iv) Facilitating designing curriculum and developing study materials in regional languages to support State Open Schools;
- (v) Plan for advocacy and publicity for bringing out of school children to the fold.

The representatives of State Governments agreed to extend necessary support to open schooling and accepted that ODL would play a major role in taking education to those deprived of regular schooling.

It was decided to form a Working Committee consisting of the following for developing a guideline for open schooling to be incorporated in the Framework of RMSA:

1. Chairman, NIOS
2. Secretaries for Education (or their nominees) from Gujarat, Chhattisgarh and two other States to be nominated by MHRD.
3. Director, RMSA, MHRD
4. Director (Academic), NIOS
5. Consultant from TSG, RMSA responsible for out of school children.



## Adult Education

1. Shri Jagmohan Singh Raju, Joint Secretary and Director General, National Literacy Mission Authority stated that Saakshar Bharat, the new version of National Literacy Mission, is under implementation in 25 States and 1 Union Territory. He observed that the Mission is at different stages of implementation in different States. While some States are performing well, others are lagging behind.

2. As part of his presentation on Agenda Item I, namely, Implementation of Centrally Sponsored Scheme of Saakshar Bharat – State-wise Status, presenting the overview of the programme, JS (AE) and DG, NLMA mentioned that the Saakshar Bharat programme was launched on 8<sup>th</sup> September, 2009 with the target of covering 70 million adults under Functional Literacy in 410 districts, 15 lakh under Equivalency Programme, Skill Development and providing Continuing Education through 1,70,000 Adult Education Centres. He informed the participants that so far the programme had been sanctioned in 372 districts in 25 States and 1 UT with an overall target of 75.8 million learners and funds have so been released for coverage of 26.4 million learners and setting up of 1.61 lakh Adult Education Centres. He mentioned that Islands of Success campaign had been implemented with the support of State Resource Centres (SRCs). He also emphasized that rigorous monitoring is undertaken by NLMA to oversee the implementation of the programme. He apprised the participants that for the presentation, the review was based on performance of States against 20 indicators, covering preparatory activities as well as physical and financial progress and accordingly, the States had been categorized into the following three categories:

Category	States
Green: Programme on track	Himachal Pradesh, Uttarakhand, Karnataka, Tamil Nadu, Bihar, Chhatisgarh, Jharkhand and Manipur.
Yellow: Programme picking up	UP (for 26 districts), Punjab, Rajasthan, Andhra Pradesh, Dadra & Nagar Haveli, Odisha, Gujarat, Arunachal Pradesh, Assam, Meghalaya, Nagaland, Sikkim and West Bengal.
Red: Programme at a stand still	UP (for 40 districts), Haryana, Madhya Pradesh, Jammu & Kashmir, Maharashtra and Tripura.

The presentation is at **Annexure -21**.

3. Presenting the National Status of implementation of Saakshar Bharat, JS (AE) and DG, NLMA informed the participants that so far 384 lakh learners had been identified, 97.22 lakh learners had been enrolled, 7.57 lakh Voluntary Teachers (VTs) had been trained, 8.67 lakh literacy classes had been commenced, 89,324 AECs had been set up, 97.55 lakh learners had been assessed till August, 2011, 34.37 lakh learners had been certified till March, 2011

and 160 lakh learners were anticipated to be certified as literate adults by March, 2012. He also informed the participants about the uploading of survey data that had taken place so far on the Saakshar Bharat web portal and the number of records that had emerged from the survey.

4. Thereafter, JS (AE) & DG, NLMA outlined a roadmap for the implementation of the Saakshar Bharat Programme during January to March, 2012 that included achievement of the target of 160 lakh learners, arrangement for assessment on 18<sup>th</sup> March, 2012, completion of all preparatory activities by 31<sup>st</sup> March, 2012 so that teaching learning process could commence from April, 2012, uploading of survey data and submission of final action plan by the SLMAs. He mentioned that the funds are available with all States to run the programme upto June, 2012 and that further release of funds would depend on the expenditure status of the States. He also emphasized that the States should submit Utilisation Certificates for funds received during NLM, by 31<sup>st</sup> March, 2012.

5. Subsequent to the presentation, Smt. AnshuVaish, Secretary, Department of School Education & Literacy, Government of India invited the participants to offer their comments and opened the house for discussion.

- i) **Nagaland**: The State representative mentioned that new districts have been carved out subsequent to bifurcation but they were not reflected in the Saakshar Bharat portal. He also mentioned that the honorarium could not be released due to limited coverage of the partner Bank in the State. He added that there is a shortage of primers as well. The State representative affirmed that the State Government was earnest in implementation of the programme and wanted to catch up. JS (AE) & DG, NLMA commented that for the North Eastern States funds should not be a problem due to the earmarked budget for the region.
- ii) **Assam**: The State representative mentioned that in Assam the non-literate population is concentrated in typical areas e.g. tea gardens. But these areas are not covered in the Saakshar Bharat districts. He also mentioned that only the 1<sup>st</sup> installment of funds had been released for the State so far and that there was a shortage of primers as well. JS (AE) & DG, NLMA mentioned that extension of Saakshar Bharat to other districts of the State could be considered if the programme was implemented well in the districts that are already sanctioned. He added that a recommendation had been made for the 12<sup>th</sup> Five Year Plan for extension of the programme to all districts of the country and if that recommendation is accepted, then the tea garden areas would also get covered. But, in the meanwhile, the State needs to show progress in the already sanctioned districts.
- iii) **Tripura**: The State representative mentioned that the programme is picking up in the State. JS (AE) & DG, NLMA remarked that no reports were received from the State with respect to the implementation of Saakshar Bharat there.

- iv) **Kerala**:The State representative mentioned that the State has been excluded from the purview of Saakshar Bharat but there exist pockets in the State where literacy levels are low and appealed that these should be covered under the programme in the 12<sup>th</sup> Five Year Plan. Secretary (SE&L) replied that a recommendation to extend the programme to all districts of the country in the 12<sup>th</sup> Five Year Plan had already been made to the Planning Commission.
- v) **Chhattisgarh**:The State representative commented that the recommendation for extension of the programme in the 12<sup>th</sup> Five Year Plan is good news. He added that an evaluation of the programme should be undertaken soon and the arrangements in this regard should also be conveyed to the States so that the requisite preparations could be made at their end. JS (AE) & DG, NLMA replied that although recommendation for extension of the programme to additional districts has been made, the State Governments would need to show progress in the already sanctioned districts. He also mentioned that NLMA is already getting a third party evaluation of Saakshar Bharat programme done through TISS. He further added that it would be too early for an impact evaluation of the programme and the same could be considered after 31<sup>st</sup> March, 2012. The State representative suggested that there could be a sample impact evaluation concurrently where the programme is presently functioning. Secretary (SE&L) suggested that such concurrent evaluation could be undertaken in one or two States. Vice Chancellor, NUEPA commended the idea of conducting concurrent impact evaluation and suggested that NUEPA could work with NLMA to design a template for the evaluation, and thereafter, NUEPA could take it up as an independent research so that an independent perspective is also incorporated. Secretary, SE&L raised the concern that although it has been recommended to the Planning Commission that the programme may be extended to the remaining districts of the country, the recommendation would apply to the components of the programme beyond basic literacy. However, there are pockets in uncovered districts where even basic literacy is needed. She felt that this requirement should also be considered when the programme is redesigned.
- vi) **Odisha**:The State representative mentioned that authorization of funds to 16 districts sanctioned under Saakshar Bharat during 2011-12 is still pending. She also mentioned that in view of the Model Code of Conduct that has been imposed in the State, those activities that do not need issue of advertisement etc. would be undertaken subsequent to receipt of authorization from NLMA. She also assured that the State would be able to undertake all activities by 31<sup>st</sup> March 2012. Secretary (SE&L) directed NLMA to expedite issue of authorization to the State subsequent to receipt of all required information and documents from them.

- vii) **Gujarat**: Secretary, Government of Gujarat raised the issue of payment of honorarium to the Volunteer Teachers and said that performance based provision of Rs. 500/- per learner made literate has not materialized so far. Secretary (SE & L) responded that there is no provision of honorarium in the scheme of Saakshar Bharat. She added that a recommendation for payment of an honorarium to VTs has been made to Planning Commission. However, there are people in society who are committed to the cause of literacy and would come forward to teach despite no honorarium being paid. She advised that the State Government should persevere in its efforts to enlist such committed volunteer teachers.
- viii) **Maharashtra**: Secretary, Government of Maharashtra intimated that the SLMA has initiated the process for selection and engagement of the Preraks. Further, he informed that SLMA is targeting to cover around 60,000 learners for next assessment scheduled to be held in March 2012.
- ix) **Rajasthan**: Secretary, State Govt. of Rajasthan highlighted the problems relating to the court cases in respect of Preraks engaged in earlier scheme of Continuing Education and expressed his view that there is a risk of Court intervention again in engagement of Preraks in Saakshar Bharat.
- x) **Andhra Pradesh**: Director, State Directorate of Adult Education intimated that 1st phase of basic literacy programme has been completed successfully in the State and 2nd phase of basic literacy is delayed due to strike in Telangana region of the State.
- xi) **Tamil Nadu**: Secretary, Govt. of Tamil Nadu stressed the need for Jan Shikshan Sansthan in all the eligible districts of Saakshar Bharat in Tamil Nadu to cover Vocational Education component of the Scheme. While responding to the issue, DG (NLMA) clarified that the role of JSS in Saakshar Bharat is complementary. SLMA may utilize the amount for short duration Life Skill Courses including Vocational courses from the recurring budget made available for AECs.
- xii) **Karnataka**: Director, Directorate of Mass Education, Govt. of Karnataka intimated that the State Govt. has initiated the process of external evaluation of Saakshar Bharat out of the State budget on the direction of State Planning Department. She further, added that State Govt. is also taking up the basic literacy programme in other districts of the State which are not covered under Saakshar Bharat. She expressed the need for implementing Equivalency Programme in the State.

6. Secretary (SE&L) requested the States that had been categorized in red colour i.e. 'programme at a stand still' to share their problems, if any, and discuss issues relating to the implementation of the programme in their States so that the same could be resolved by NLMA. In response, the following State-wise discussion ensued:

- a) **Harvana:** The State representative admitted that the programme of Saakshar Bharat has been lagging behind in the State as greater priority has been accorded to implementation of Sarva Shiksha Abhiyan and Right to Education. She assured that salaried personnel would be engaged at district level for implementation of Saakshar Bharat. She confirmed that there were no difficulties from NLMA's side.
- b) **Jammu & Kashmir:** The State representative mentioned that the authorization of funds had not been provided so far. It was clarified to the State representative that the allocation of the activities has to be done first by the SLMA on the web portal of Saakshar Bharat for issue of authorization. It was also informed to the State representative that the advance team of NLMA that had interacted with SLMA officials before the visit of the Cabinet Secretary to the State in October, 2011 had also discussed issues in detail and had provided extensive guidance to the SLMA officials with respect to implementation of Saakshar Bharat programme. Secretary (SE&L) endorsed this and said that during the Cabinet Secretary's visit, the Chief Secretary had assured support to Saakshar Bharat and it was now up to the Department of Education to push the literacy agenda forward.
- c) **Madhya Pradesh:** The State representative informed that as the State is not in favour of engagement of Preraks, they are not in a position to proceed further. She also informed that in view of the letter received from NLMA about appointment of Preraks, they are shortly organising a meeting of General Body of SLMA to re-consider the matter. She further informed that some Committees have been formed at District and Block level, some subsidiary accounts have also been opened and orders have also been placed for printing of forms for survey and primers. She assured that preparatory activities in all the districts will be completed soon.

It was pointed out that SLMA is not furnishing monthly progress report to the Monitoring Unit of TSG/NLMA. There was also no proper representation of SLMA in the monthly review meetings organised by NLMA in Delhi. JS(AE) & DG, NLMA pointed out that notices for meeting of Governing Body or Executive Committee may be sent to NLMA well in advance to enable the Ministry to depute a representative to attend the meeting. Secretary(SE&L) advised that SLMA should not consider AECs as temporary and should strengthen the AECs as permanent Continuing Education Centres at GP level. It was decided that a separate meeting would be convened with the Chief Secretary, if possible, to resolve the issues impeding the programme in the State.

7. Subsequent to discussions on State-wise progress under Saakshar Bharat, Dr. S. S. Jena, Chairperson, NIOS, New Delhi apprised the State representatives about the Learners' Assessment held so far under NLMA. He mentioned that the basic objective of the assessment was to assess the competencies attained by the learners in basic literacy. He

informed the participants that the next assessment is scheduled to be held on 18<sup>th</sup> March, 2012 and for that assessment NIOS and SRCs would develop assessment tools, translate them in regional languages and hand them over to the SLMAs, who will take primary responsibility for implementation. He added that the Equivalency would be implemented from April, 2012 and would enable a learner to appear even for Class-X directly, subject to the age limit decided for each level. Subsequently, others who complete basic literacy programme would also be able to undergo the equivalency programmes and all equivalency material would be made available to the State Open Schools. He stressed the need for a clear cut structure to be formulated and circulated for successful conduct of the assessment. He appreciated the support of the SRCs in smooth conduct of the earlier assessments. He appealed to the State representatives to send CDs/data that are still pending for the August, 2011 assessment as only then the certificates could be sent for distribution to the successful learners. He requested the States to create a structure within each State and nominate a nodal officer for assessment under Saakshar Bharat.

8. As part of his presentation on Agenda Item-II, namely, Environment Building and Mobilisation under Saakshar Bharat, Shri A.M. Rajasekhar, Joint Director, Directorate of Adult Education covered various aspects like objectives of environment building, communication strategies adopted under Saakshar Bharat Programme. Multiple strategies like electronic, print, folk and interpersonal media activities are being harnessed simultaneously for mobilizing people for Saakshar Bharat. Events and meetings at the States capitals, districts and sub-districts levels were also used as part of the environment building campaign. During the presentation, various initiatives taken up at the Central level by National Literacy Mission Authority were highlighted. Under electronic media the production of audio and video spots and telecast/broadcast through Doordarshan and AIR, initiatives, printing and distribution of IEC materials, interpersonal media activities, etc. were focused upon as also the involvement of various media related departments/organizations such as Song & Drama Division, Directorate of Field Publicity, Outdoor Publicity Wing and Bharat Gyan Vigyan Samiti.

9. Finally, a detailed presentation was made on the nationwide mobilization campaign being undertaken by Bharat Gyan Vigyan Samiti. The details of nationwide Saakshar Bharat Yatra which consists of five jathas covering 22 States, 180 Districts, 1000 Blocks and more than 20,000 Gram Panchayats. A detailed route map of jathas moving from different parts of the country for converging at Delhi on 14th to 16th March, 2012 was also presented. Some suggestions were made by the State Secretaries/officials for modifications of the route map to cover Saakshar Bharat districts. All State Government Secretaries were requested to convey in writing, before 31<sup>st</sup> January, 2012, any suggestions regarding change in itinerary etc.

10. JS (AE) & DG, NLMA apprised the participants about model AECs and the convergences and partnerships that have been developed by NLMA. He mentioned that the model AECs have requisite area, infrastructure, ICT equipments etc. and around 200 AECs are under sponsorship presently and further partnerships are being developed by NLMA for the purpose. Thereafter, a presentation was made by Novatium on the partnership with

NLMA in Chamba district of Himachal Pradesh for empowering people on specific topics through cloud computing. The representative from Novatium explained the system to the participants and highlighted that there were FAQs to help the Preraksin respect or any clarification that may be required. He also informed that the Preraks could send questions to the databank, to which the experts at National Level would reply.

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**LIST OF PARTICIPANTS**

1. Smt. Anshu Vaish, Secretary (SE&L), MHRD - *In the Chair*

**Ministry of HRD**

1. Ms. Anita Kaul, Additional Secretary
2. Dr. Amarjit Singh, Joint Secretary
3. Sh. Jagmohan Singh Raju, Joint Secretary
4. Ms. S. Radha Chauhan, Joint Secretary
5. Shri Apurva Chandra, Joint Secretary
6. Shri P.K. Tiwari, Director
7. Dr. Maninder Kaur Dwivedi, Director
8. Ms. Caralyn K. Deshmukh, Director
9. Shri Vikram Sahay, Director
10. Sh. Gaya Prasad, Director
11. Ms. Simmi Choudhary, Director
12. Ms. Meenakshi Jolly, Director
13. Dr. Alka Bhargav, Director
14. Sh. K. Mathivanan, Director
15. Sh. Harish Kumar, Deputy Secretary
16. Ms. Arun Prabha, Deputy Secretary
17. Shri Virender Singh, Deputy. Secretary
18. Sh. A.M. Rajsekhar, Joint Director, VAE
19. Shri Sushil Kumar, Under Secretary
20. Shri Arun Sharma, Under Secretary
21. Shri A.K. Tewari, Under Secretary
22. Ms. Jyoti Pahwa, Under Secretary

**Representative of State Governments**

1. Ms. Chandana Khan, Principal Secretary, (PE+SSA), Andhra Pradesh
2. Dr. R.V. Chandravadan, SPD, SSA, Andhra Pradesh
3. Shri T. Taloh, Director (SE), Arunachal Pradesh
4. Shri Chhanda Talukdar, Coordinator/OSD, Arunachal Pradesh
5. Ms. L.S. Changsan, Commissioner, & Secretary & SPD, SSA, Assam
6. Dr. B.K. Nath, Director, SCERT, Assam



7. Shri Anjani Kumar Singh, Principal Secretary, Bihar
8. Shri Rajesh Bhushan, SPD, SSA/RMSA, Bihar
9. Shri Sunil Kumar, Additional Chief Secretary (Edn.), Chhattisgarh
10. Shri K.R. Pisda, SPD, SSA, Chhattisgarh
11. Shri Anil Rai, Director, SCERT, Chhattisgarh
12. Shri Sandeep Hans, SPD, SSA, Chandigarh
13. Dr. Surender S. Dahiya, Director, SIE, Chandigarh
14. Shri Sunil Kumar Bedi, D.P., Chandigarh
15. Shri KJR Burman, Secretary (Edn.), Daman & Diu
16. Shri Chimani B. Patel, Asstt. Director (Edn.), Daman & Diu
17. Shri Rajesh Bhushan, Principal Secretary (Edn.), NCT of Delhi
18. Shri Vivek Pandey, SPD, SSA, NCT of Delhi
19. Dr. V.P. Singh, Special SPD, NCT of Delhi
20. Shri Diwan Chand, Director (Edn.), NCT of Delhi
21. Dr. Pratibha Sharma, Joint Director, SCERT, NCT of Delhi
22. Shri Farrel Furtadu Gracias, SPD, SSA, Goa
23. Shri Anil V. Powar, Director Education, Goa
24. Shri Nagaraj Honnehor, Director, SCERT, Goa
25. Shri R.P. Gupta, Secretary (Edn.), Gujarat
26. Shri Manoj Aggarwal, SPD, SSA, Gujarat
27. Shri M.N. Bhad, Director, SCERT, Gujarat
28. Shri Vineet Garh, SPD, SSA, Gujarat
29. Shri Abhay Singh Yadav, Director, Ele./Higher Education, Haryana
30. Ms. Sneha Lata, Director, Haryana
31. Shri K. Bhardwaj, HOD, SCERT, Haryana
32. Shri Rajesh Sharma, SPD, SSA, Himachal Pradesh
33. Shri Rajeev Sharma, Director, Education, Himachal Pradesh
34. Dr. Ramesh Verma, Principal, SCERT, Himachal Pradesh
35. Ms. Yasha Mudgal, SPD, SSA, Jammu & Kashmir
36. Shri N.A. Kakpori, Nodal Officer, Jammu & Kashmir
37. Shri B.K. Tripathi, Principal Secretary, HRD, Jharkhand
38. Shri D.K. Saxena, SPD & Director Primary Education, Jharkhand
39. Shri G. Kumar Naik, Secretary, Primary & Secondary Edn., Karnataka
40. Shri C.M. Rajendra, Director, SSA, Karnataka
41. Dr. K.M. Ramanadan, SPD, SSA, Kerala
42. Shri Siuasankar Y. Secretary Gen. Director, Kerala
43. Prof. K.A. Hashim, Director, SCERT, Kerala

44. Shri Asar Pal Singh, Dy. Resident Commissioner, Lakshadweep
45. Shri Monoj Jhalani, Principal Secretary, Madhya Pradesh
46. Shri Ashok Barnwal, SPD, SSA, Madhya Pradesh
47. Ms. V. Radha, SPD, SSA, Maharashtra
48. Shri G.K. Mhamaul, Director, Sec. & Higher Sec. Education, Maharashtra
49. Shri F.R. Khaskangor, Secretary (Edn.) cum SPD, SSA, Meghalaya
50. Shri C.C.M. Mihsill, Director, ERT, Meghalaya
51. Shri W. Rajan Singh, Director of Education, Manipur
52. Ms. Bhosendia, Additional SPD, Manipur
53. Shri N. Dibala Sen, Director, SCERT, Manipur
54. Shri Malsawn Thangi, Director, SCERT, Mizoram
55. Shri V.L. Malsawma, Dy. SPD, RMSA, Mizoram
56. Shri Imkonglemba, Commissioner/Secretary (SE), Nagaland
57. Ms. Aprajita Sarangi, Secretary, S&ME, Odisha
58. Shri K.G. Mohapaho, SPD, SSA, Odisha
59. Shri Satyakam Mishra, Director, SCERT, Odisha
60. Shri Parthasarathy, SPD, Puducherry
61. Shri Hussan Lal, Secretary, Education, Punjab
62. Shri Ashok Singla, SPD, SSA, Punjab
63. Ms. Sushma Sharma, Dy. SPD, SSA, Punjab
64. Shri Ashok Sampatram, Principal Secretary (Edn.), Rajasthan
65. Ms. Veenu Gupta, SPD, SSA, Rajasthan
66. Shri Bhanwar Singh, Director, SCERT
67. Shri C.S. Rao, Secretary, HRD, Sikkim
68. Shri M.P. Subba, Additional Director, Sikkim
69. Dr. T.S. Sridhar, Addl. Chief Secretary, Edn. Deptt., Tamil Nadu
70. Shri B. Sinha, Principal Secretary, Tamil Nadu
71. Shri K. Devarajan, Director, DTERT, Tamil Nadu
72. Shri A. Sankal, Director, Education, Tamil Nadu
73. Shri A. Mohamed Ascam, SPD, SSA, Tripura
74. Shri K.N. Debbarma, Director, SSA, Tripura
75. Shri D. Datta, Director, SCERT, Tripura
76. Shri Partha Sarthi Sen Sharma, SPD, SSA, Uttar Pradesh
77. Shri D.C. Kanojiya, Director, SCERT, Uttar Pradesh
78. Shri Om Prakash, Secretary, School Education, Uttarakhand
79. Shri R.K. Kanwar, Addl. Project Director, Uttarakhand
80. Dr. Santosh Kumar Sheel, Addl. Director, SCERT, Uttarakhand

81. Shri Vikram Sen, Principal Secretary (SE), West Bengal
82. Shri Choten D. Lama, SPD, SSA, West Bengal
83. Dr. Rathindranath De, Director, SCERT, West Bengal

#### **Planning Commission**

1. Dr. C. Chandramohan, Adviser (Education)

#### **National University of Educational Planning & Administration (NUEPA)**

1. Prof. R. Govinda, Vice Chancellor
2. Prof. Arun C. Mehta
3. Shri Naveen Bhatia, System Analyst
4. Shri Shakun Sethi, Consultant

#### **Indira Gandhi National Open University (IGNOU)**

1. Prof. SVS Chaudhary, Project Director
2. Dr. Anita Priyadarshini, Project Director

#### **National Council of Education Research and Training (NCERT)**

1. Prof. Praveen Sinclair, Director
2. Prof. Santosh Sharma

#### **National Institute of Open Schooling (NIOS)**

1. Dr. S.S. Jena, Chairman

#### **Centre Board of Secondary Education (CBSE)**

1. Shri R.P. Sharma, Academic Consultant

#### **NGOs**

1. Ms. Yamini Yiyar, Director, Accountability Initiative & Centre for Policy Research, New Delhi
2. Shri Harsh Mandar, Centre for Equity Studies, New Delhi
3. Dr. Rukmini Banerji Director, Pratham, New Delhi
4. Dr. Vinod Raina, Educationist, Bharat Gyan Vigyan Samiti, New Delhi

## **EdCIL (TSG)**

1. Shri M.L. Goel, Project Manager
2. Shri D.K. Gautam, Chief Consultant
3. Shri Birkhe Ram, Chief Consultant
4. Shri Satish Girotra, Chief Consultant
5. Dr. Anupriya Chadha, Chief Consultant
6. Shri Shailendra Sharma, Chief Consultant
7. Shri Kabir Vajpeyi, Chief Consultant
8. Shri A.B.L. Srivastava, Chief Consultant
9. Shri Ajay Kumar Singh, Chief Consultant
10. Shri Asadullah, Chief Consultant
11. Shri K. Gopalan, Sr. Consultant
12. Shri Ved Pradash, Sr. Consultant
13. Shri C. Ganapathy, Sr. Consultant
14. Dr. S.C. Gujaria, Sr. Consultant
15. Shri A.M. Chavan, Sr. Consultant
16. Shri O.P. Chaturvedi, Sr. Consultant
17. Shri K. Grijashankar, Sr. Consultant
18. Ms. Neeru Bala, Sr. Consultant
19. Shri Adil Rasheed, Sr. Consultant
20. Ms. Alka Mishra, Sr. Consultant
21. Ms. Swati Sahni, Sr. Consultant
22. Dr. Anamika Mehta, Consultant
23. Ms. Kiran Dogra, Consultant
24. Ms. Deepti Bansal, Consultant
25. Ms. Kiran Dogra, Consultant

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