

Urgent/By Speed Post

No. 2-28/2013-PN-1
Government of India
Ministry of Human Resource Development
Department of Higher Education
(PN.I Section)

Shastri Bhavan, New Delhi-110115
Dated the 28th November, 2013

To

All the Members of CABE
(As per list attached)

Subject: **Summary Record of Discussion of the 62nd Meeting of Central Advisory Board of Education (CABE) held on 10th October, 2013 - regarding**

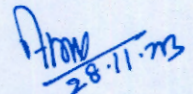
Sir/Madam,

I write this to thank all the Hon'ble Ministers and distinguished members of CABE, Secretaries to the Government of India, senior officials of Central and State Governments and eminent academics for participating in the 62nd Meeting of Central Advisory Board of Education held on 10th October, 2013 under the chairmanship of Shri Jitin Prasada, Hon'ble Minister of State for Human Resource Development.

2. The Summary Record of Discussion of the CABE meeting is enclosed for kind perusal.

Thanking you,

Yours faithfully,



(AMIT KHARE)

Joint Secretary to the Government of India
Tel. No. 23071486

Encl: As above

Copy alongwith enclosure for information and further necessary action to:-

1. PS to Representatives of Govt. of India [Union Ministers / Member (Education), Planning Commission]
2. PS to Education Ministers of all States/UT Administrations
3. Principal Secretaries/Secretaries (Education) of all States/UTs.
4. Webmaster, CMIS (for uploading on the Ministry's website) 143699
5. 62nd Meeting CABE Guard file.

Summary Record of the 62nd CABE Meeting held on 10th October, 2013 at

New Delhi

The 62nd Meeting of the Central Advisory Board of Education (CABE) was held under the Chairmanship of Hon'ble MOS (HRD) Shri Jitin Prasada on 10th October, 2013 at New Delhi. The meeting was attended by Shri K. Rehman Khan, Hon'ble Minister of Minority Affairs, Shri P.B. Naik, Hon'ble MOS, Social Justice and Empowerment, Lt. Governor of Andaman & Nicobar, 13 State Education Ministers, representatives of States and Union Territories, CABE Members, Heads of Autonomous Organization, Vice Chancellors and Senior Academics. Shri Ashok Thakur, Secretary (HE), cum Member Secretary, CABE, Shri. R. Bhattacharya, Secretary Department of School Education and Literacy, Shri Rajeev Gupta, Secretary, Department of Youth Affairs, Chairman, UGC and AICTE were also present in the meeting along with other senior officials of the Central and State governments.

2. As a mark of respect to the late CABE Member Sh. Vinod Raina, condolence was held and rich tributes made for his remarkable contributions to the education sector. A minute of silence was observed as a tribute to the departed soul.

3. Hon'ble MOS (HRD) Shri Jitin Prasada, in his opening address (Annexure 1) highlighted the thrust and focus of the Ministry of HRD in the XII Five Year Plan in keeping with the vision of a Faster, More Inclusive and Sustainable Growth. He said that the Ministry will continue to focus on the four E's of Expansion, Equity, Excellence and Employability. He highlighted the achievements made in many of the ongoing schemes and shared the broad roadmap for education sector and postulated on the strategies that will be employed to achieve the identified goals.

4. Hon'ble Minister of Minority Affairs, Sh. K. Rehman Khan highlighted the development deficit among Muslims, which is the largest minority community comprising 14% of the population amounting to 22.2 crore of the population. He urged CABE to look at the issue not as a religious one but as a social demand as no development can take place without an inclusive approach. He desired that all efforts must be made to implement Article 30 of the Constitution safeguarding the educational rights of the minorities. He also desired that RTE be implemented in right earnest so that children from socio-economic backward classes are admitted under the 25% reservation as per neighbourhood criteria.

5. During the meeting, following presentations were made pertaining to the main agenda items of CABE meeting:

(a) RTE – SSA by Ms Vrinda Sarup, AS (SE) **(Annexure 2)**

(b) Mid-Day Meal by Sh Gaya Prasad, Director **(Annexure 3)**

(c) Rashtriya Uchchar Shiksha Abhiyan (RUSA) by Sh R. S. Sisodia, JS(HE)
(Annexure 4)

(d) National Mission on Teachers and Teachings by Prof R. Govinda, VC, NUEPA
(Annexure 5)

6. Based on the discussions and deliberations on the agenda items, the following resolutions were taken:

➤ **RTE Act:**

CABE noted the progress of the last three years under RTE in improving access, promoting social inclusion, reduction in gender gaps and in provision for children with special needs. The CABE members also noted the road that still needs to be travelled in fully meeting the objectives of the RTE Act and in ensuring school standards enunciated therein. The Committee resolved therefore, that completion of school infrastructure and recruitment of teachers and their deployment should be expedited. The need for paying greater attention to improvement of learning outcomes and the quality of teachers was further highlighted by the CABE.

Regarding the issues raised on teacher recruitment, teacher salaries and teacher training, most of these would be covered under the proposed National Mission on Teachers and Teaching. However, the Central Government would not like to enter into a domain directly relating to State and local administration, such as salary and appointment of teachers.

➤ **Mid-Day Meal Scheme:**

(a) Safety, Quality and Hygiene under Mid-Day Meal Scheme.

(b) Setting up of Empowered Committee for Mid-Day Meal Scheme.

CABE noted the proposed changes for ensuring the quality of Mid Day Meal and putting in place an effective monitoring and supervision mechanism and emphasised “**A zero tolerance policy for maintaining the standard and quality of food**”.

➤ **RUSA**

In higher Education, the Rashtriya Uchchar Shiksha Abhiyan (RUSA) has been approved by the Cabinet. A detailed presentation on the Mission giving the various components under this Mission and the roll out in the coming years was presented before CABE. **This is for the first time since independence that Higher Education is being expanded in a mission mode which will particularly benefit State Universities and Colleges. All State Governments were requested to take steps to form their State Higher Education Council and prepare the State Higher Education Plan.**

➤ **National Mission on Teachers and Teaching**

The CABE Committee Report on National Mission on Teachers and Teaching was presented before CABE. The major recommendations made in the Committee Report were noted by CABE. Based on these recommendations, a new scheme of National Mission on Teachers and Teaching is being launched.

➤ **Introduction of NSS**

Making NSS a credit based elective course in higher education was taken up for consideration. This was an agenda item of the Department of Youth Affairs. It was decided that UGC and AICTE would explore to implement it from the next academic session.

➤ **Community Colleges**

An updated status on the implementation of Pilot Community Colleges Scheme was also noted by CABE.

MHRD

Department of Higher Education

**Opening Remarks for Hon'ble MOS (HRD) Shri Jitin Prasada for the 62nd
Meeting of CAGE to be held on 10th October 2013 at New Delhi**

.....

I have immense pleasure in welcoming each one of you to the 62nd Meeting of the Central Advisory Board of Education (CAGE). Let us express our deep condolence and pay our collective tribute to our esteemed and senior CAGE Member Late Dr. Vinod Raina who passed away on 12th September after a prolonged battle with cancer. We owe the landmark Right to Education Act to his unstinted commitment to ensure every child the right to free and compulsory education. Let us all stand to observe a moment of silence in the memory of his departed soul.

We are into the second year of the Twelfth Five year Plan and we thought that CAGE as the highest advisory body on education must meet to keep track of some of the new initiatives and take stock of the development in the States which are actively implementing major schemes. Hence, the meeting today is a re-affirmation of our commitment to continue the tradition of regular consultations through CAGE and State Education Ministers conference. In a country as diverse and as large as ours, the task of developing national policies while at the same time respecting and incorporating regional aspirations and an inclusive agenda of growth is indeed really challenging. The need is for a participatory approach in which all of us, be it Central Government of State Governments, academics, autonomous institutions,

private sector and all other stakeholders, work together towards a common goal which is empowering the children and youth of India through education.

In the 61st Meeting of CAGE held on held on 2nd April, 2013 wide ranging issues covering the school and higher education sector were discussed. To reiterate Hon'ble HRM had highlighted the thrust and focus of the Ministry of HRD in the XII Five Year Plan in keeping with the vision of a Faster, More Inclusive and Sustainable Growth. The Ministry will continue to focus on the three E's of Expansion, Equity and Excellence. To recapitulate, a CAGE Committee was to be constituted to examine the formulation of a National Higher Education Qualification Framework (NHEQF) which will submit its recommendations within a period of six months. The completion of All India Survey on Higher Education with the active support of the State Governments was appreciated. On the use of ICT In Higher Education it was noted that while there have been substantial achievements in providing connectivity and development of e-content, there is a need to develop an integrated approach in usage of both connectivity and content developed under the National Mission in Education through ICT. Further, the need for capacity building of teachers for usage of ICT in improving the quality of learning also needs consideration. The proposed introduction of NCC as an elective subject in select autonomous colleges was approved and the proposal of the Ministry of Youth Affairs and Sports for introduction of NSS as an elective also noted and desired that similar other activities may also be considered for inclusion as elective subjects. The proposal regarding constitution of a new Education Commission was appreciated. Regarding the proposal for a National Testing Agency, it was desired that the proposal needs to be deliberated and worked in detail in consultation with all stakeholders.

Further, the progress and implementation of RTE Act was reviewed in detail along with an assessment of the ground situation in different States.

In the last twenty years, the education scenario has seen a monumental change with the emergence of several new paradigms. Rights based approach to elementary education, the endeavour to extend universalization to secondary education, reshape the higher education scenario and its impact on the innovation environment, growth and well-being of people and providing an impetus to skill development through vocational education all in the context of the emergence of new technologies in a rapidly expanding economy placed in a globalised environment are dominating the discourse. Our vision is of providing quality education for all with special focus on marginalised and disadvantaged groups. The underpinnings of these focus themes would be based on a rights based and learner centric approach.

Quality is a critical priority area for ensuring sustainability and several initiatives are lined up to achieve excellence in higher education. Several initiatives are lined up for increasing both the capacity and quality of our higher education system. An umbrella scheme of Rashtriya Uchchar Shiksha Abhiyan(RUSA) is being launched to address the needs of State institutions so as to strengthen them and enhance their quality. RUSA will also address a major challenge on regional imbalances in higher education.

A National Mission on Teachers and Teaching will be launched to address, current and urgent issues such as supply of qualified teachers, attracting talent into teaching profession and raising the quality of teaching in schools and colleges. It is also envisaged that the Teacher Mission would pursue long term goal of building a strong professional cadre of teachers by

setting performance standards and creating top class institutional facilities for innovative teaching and professional development of teachers. The Mission would focus in a holistic manner dealing with the whole sector of education without fragmenting the programmes based on levels and sectors as school, higher, technical etc. It is considered that programmes dealing with teachers in all sectors and levels of education should grow and function in a mutually supportive manner.

To ensure equity in higher education, regional and social imbalances will be reduced through National initiatives for greater inclusion of disadvantaged sections of SCs, STs, Minorities, backward classes, girls and persons with disabilities. Similarly, Indian languages will be strengthened to ensure balanced linguistic growth. National Initiative to foster social responsibility and community engagement in higher education is also on the agenda. Enhanced student financial assistance through scholarships and interest subsidy schemes will ensure a means blind merit based approach.

Technology enabled learning should be taken to all the institutions across the country and institutions, faculty and students must be empowered them to harness technology for improving the quality of education. Setting up of new Inter-University Centers, encouraging inter-institutional collaborations, strengthening open and distance education, focus on research & innovation, strengthening education in intellectual property rights and social science research, student mobility and internationalisation are also strategies towards quality improvement. Another major thrust is development of skills in Higher Education through community colleges and polytechnics.

In today's meeting, under school education, we will be taking an update on the three years of progress of RTE Act in the State/UTs. We would also deliberate on Safety, Quality and Hygiene under Mid-Day Meal Scheme and explore the Setting up of an Empowered Committee for Mid-Day Meal Scheme. Under Higher Education, I am happy to inform you that a National Higher Education Mission called Rashtriya Uchchatar Shiksha Abhiyan (RUSA) has been launched. Another Mission in the offing is the National Mission on Teachers and Teaching. The Report of the CAGE Committee on NMTT will be placed for approval of CAGE.

I would urge the Members to consider the tabled agenda items. We would like meaningful discussions on all the agenda items and I would each one of you to be brief because I want to ensure that each one of you gets an opportunity to express your valuable views and share your inputs. Let us discuss in the spirit of cooperation and keep the paramount importance of our children in mind and how decisions can shape their future in a better manner. With these words, I wish the proceedings all success and eagerly look forward to having a very fruitful deliberation.

CABE

RTE-SSA

10th October, 2013



Right of Children to Free and Compulsory Education Act, 2009

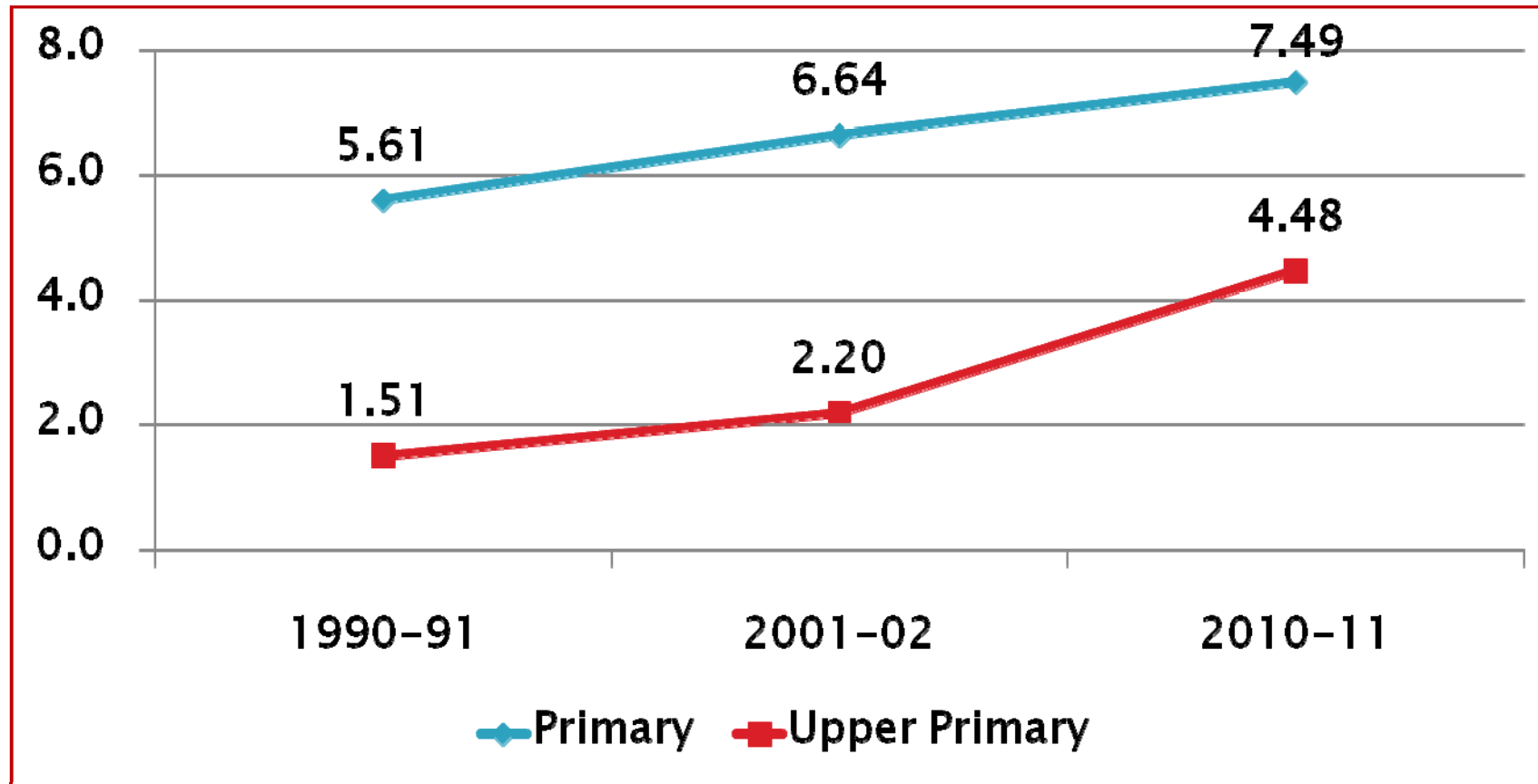
- RTE Act 2009 lays down
 - All children of 6-14 years in school
 - State to provide neighbourhood school
- Steady investment in Elementary Education since 1990s
- Positive outcomes

RTE Act unfolds

- RTE Act amended in 2012- safe guarding Minority institutions
- 2 Advisories and 11 Guidelines issued
- **Recent Guidelines circulated:**
 - ✓ Applicability of 25% reservation in admission for residential schools
 - ✓ Prevention of discrimination in schools wrt children belonging to weaker sections and disadvantaged groups
 - ✓ Playground
- **Under consideration:**
 - ✓ Endorsement of NCPCR Guidelines on Corporal Punishment

Number of Schools

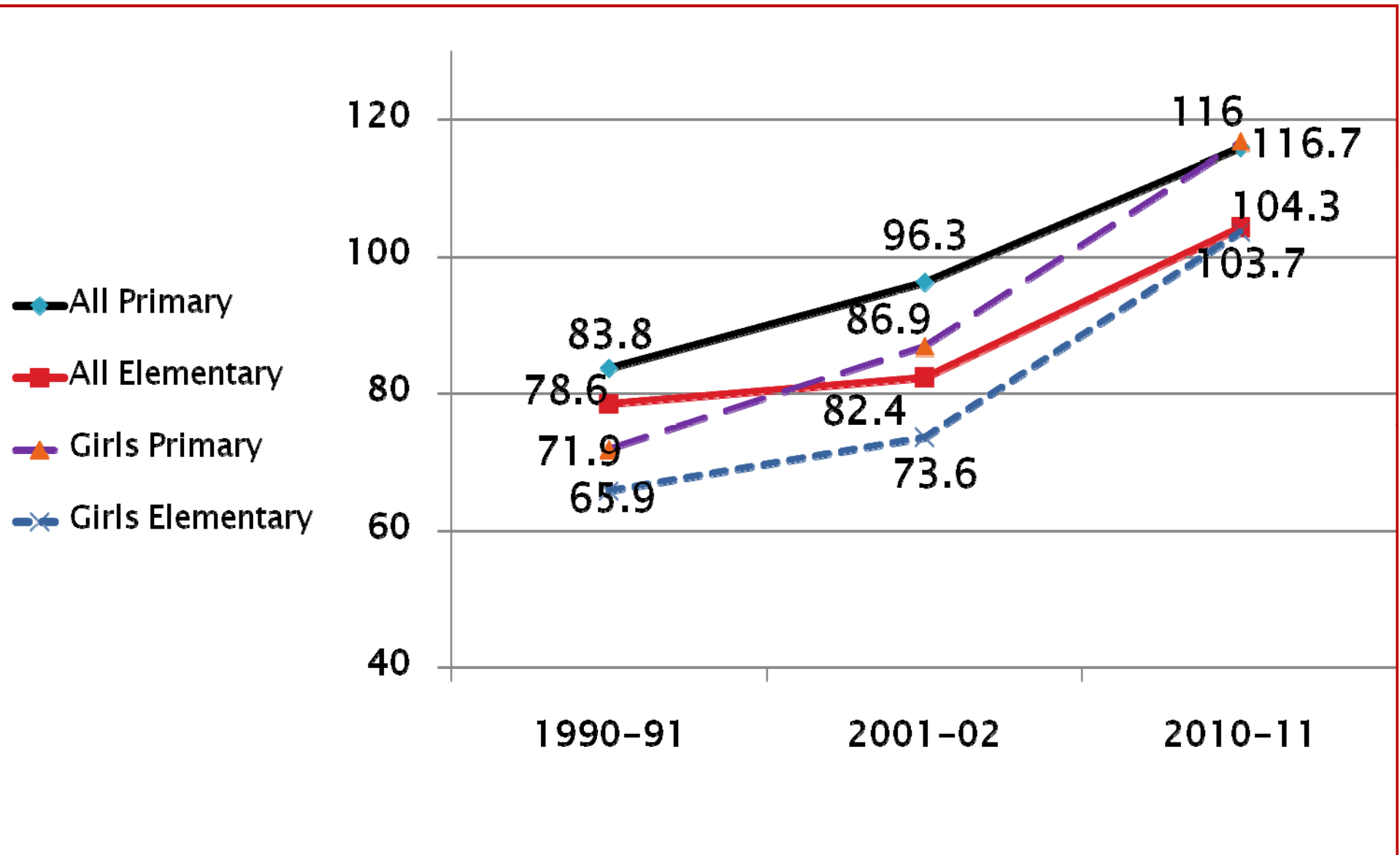
In lakh



- 98% habitation have PS in 1 Km. and 92% UPS in 3 Km.

Source :SES 2010-

Gross Enrolment Ratio

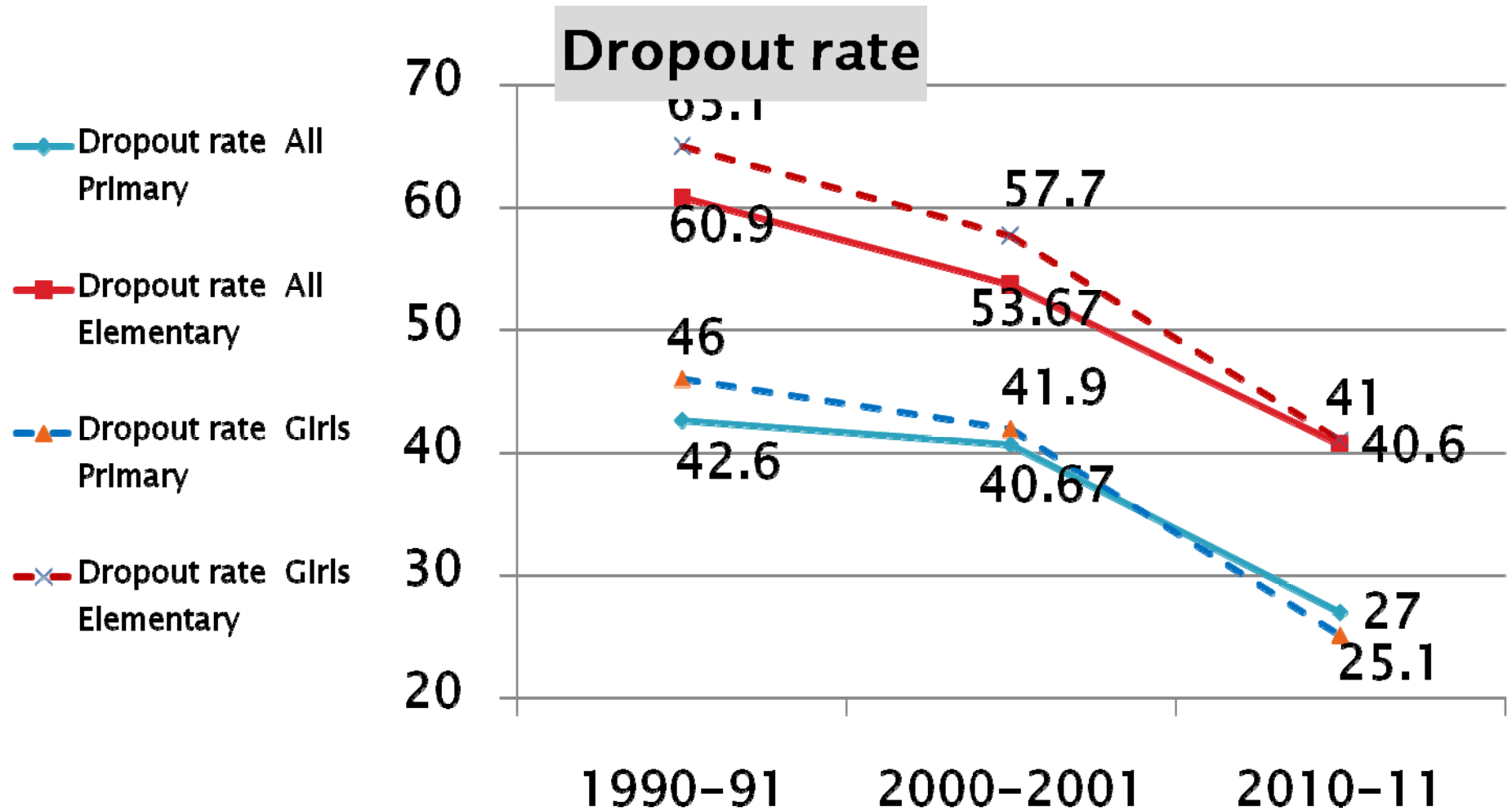


Source :SES 2010-11₅

% share of enrolment SC, ST, Minority

	Elementary	
Year	2005-06	2012-13
% share enrolment ST (population share 8.6%)	9.02	10.85
% share enrolment SC (population share 16.6%)	18.64	20.24
% share enrolment Muslim (population share 13.43%)	7.92 (2006-07)	13.52

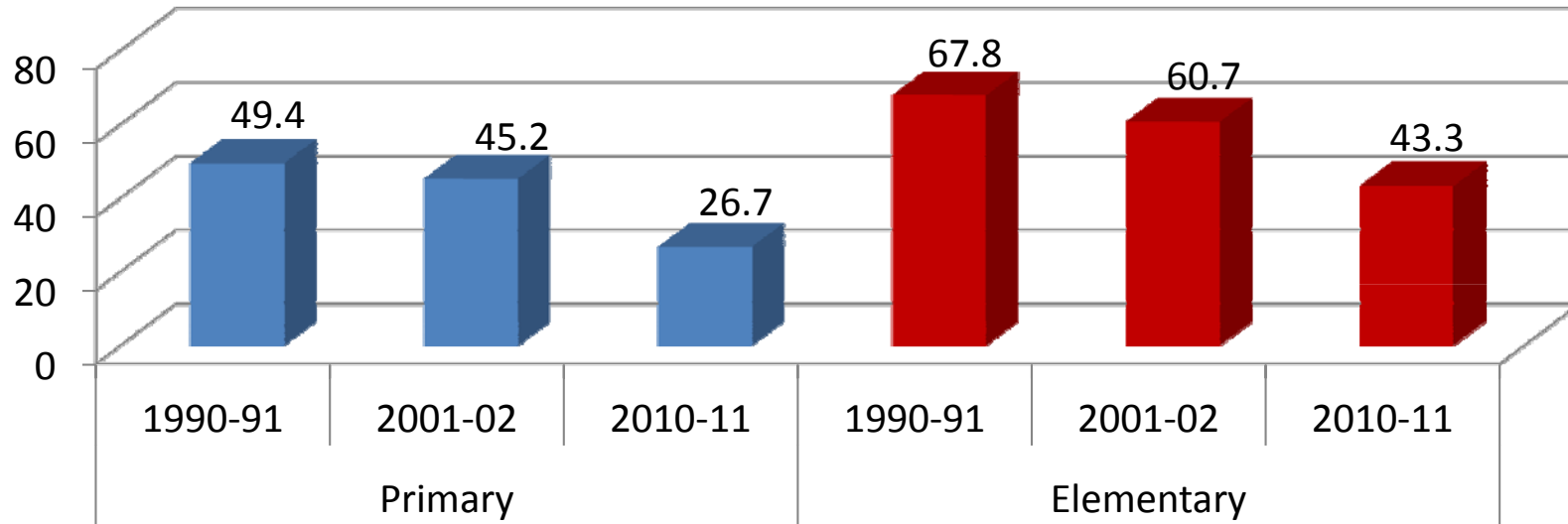
RTE Act 2009: Ensure Completion of Elementary Education



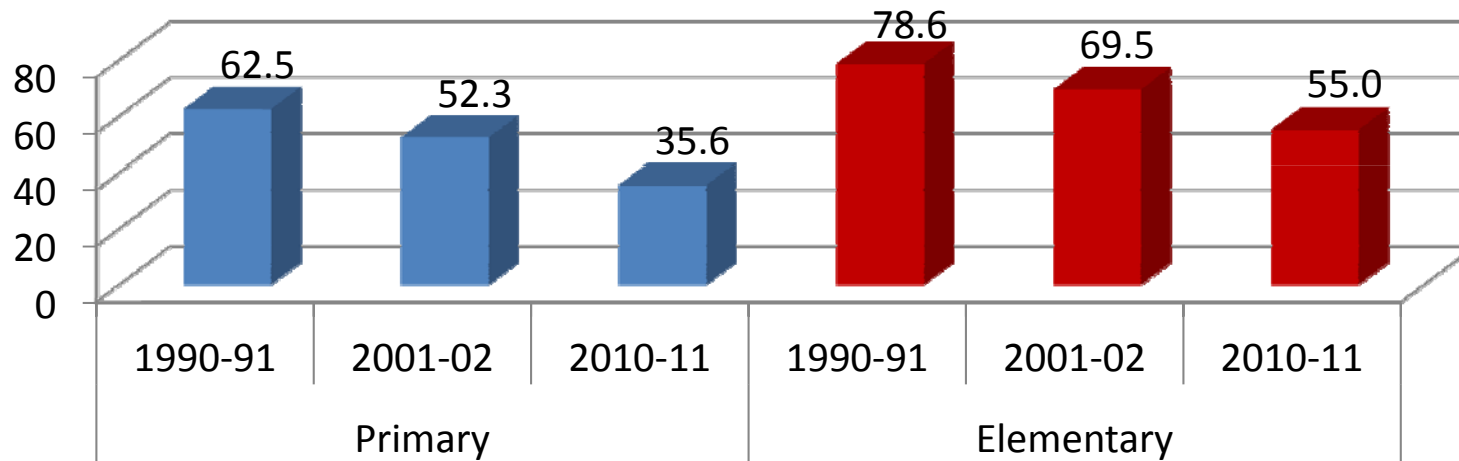
Source :SES⁷

Dropout Rate – SC & ST

Dropout rate- SC

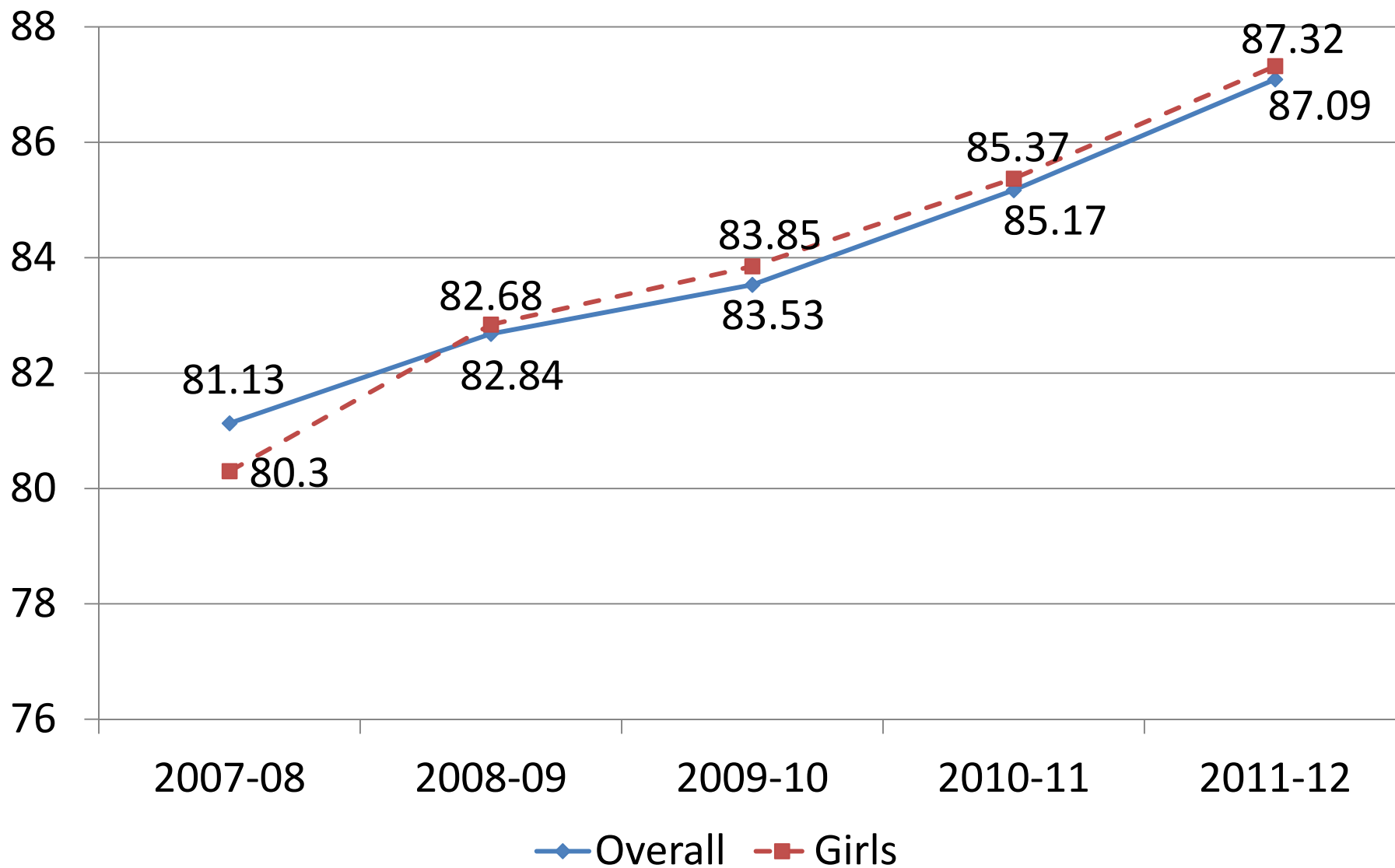


Dropout rate - ST



Source: SES⁸

Transition Rate (Primary to Upper Primary)



Source: DISE

RTE compliance: Neighbourhood school

Access to Primary Schools (98% All India coverage)

State/UT	Habitations without PS (2013-14)	PS sanctioned (upto 2012-13) but un-opened
Bihar	1896	6746
West Bengal	527	4233
Andhra Pradesh	912	409
Jharkhand	295	646

Access to Upper Primary Schools (92% All India coverage)

State/UT	Habitations without UPS (2013-14)	UPS sanctioned (upto 2012-13) but un-opened
Jharkhand	773	607
Uttar Pradesh	237	749
Tamil Nadu	142	19

RTE Compliance : Access

8 year Elementary Cycle

- 12 States did not have 8 year elementary cycle.
- All have now notified 8 year elementary cycle as per RTE Act.

25 States/UTs have notified norms for admission under section 12(1)(c) i.e. 25% students reservation at entry point in private schools

Admissions under Section 12 (1)(c)

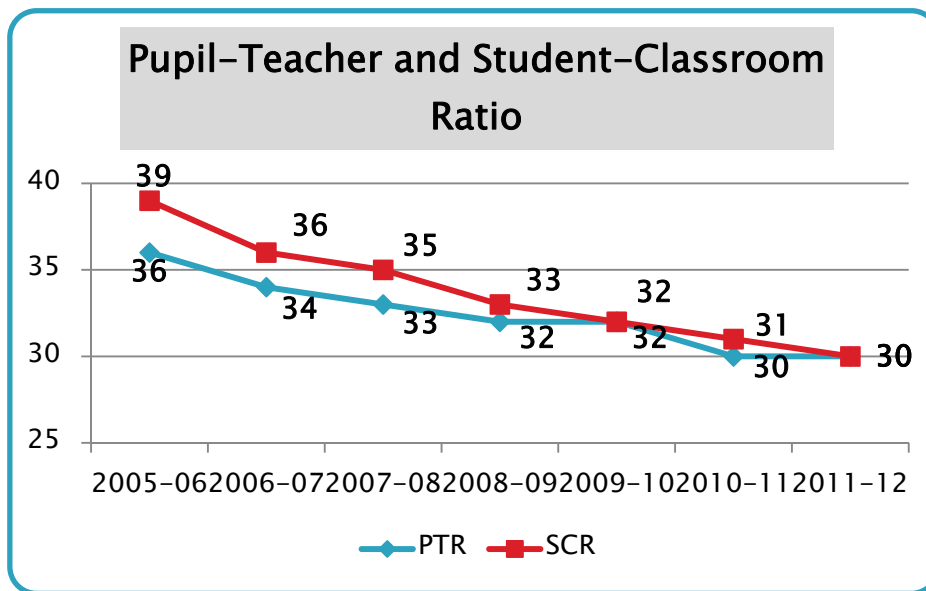
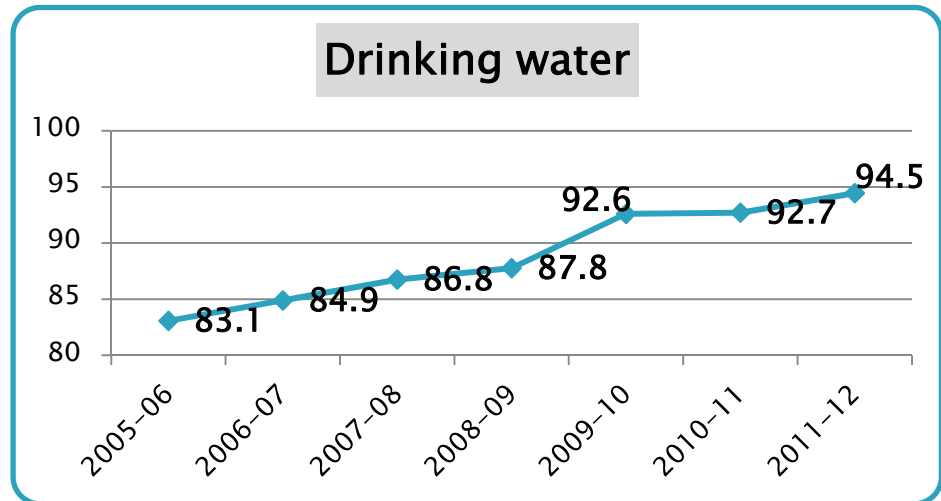
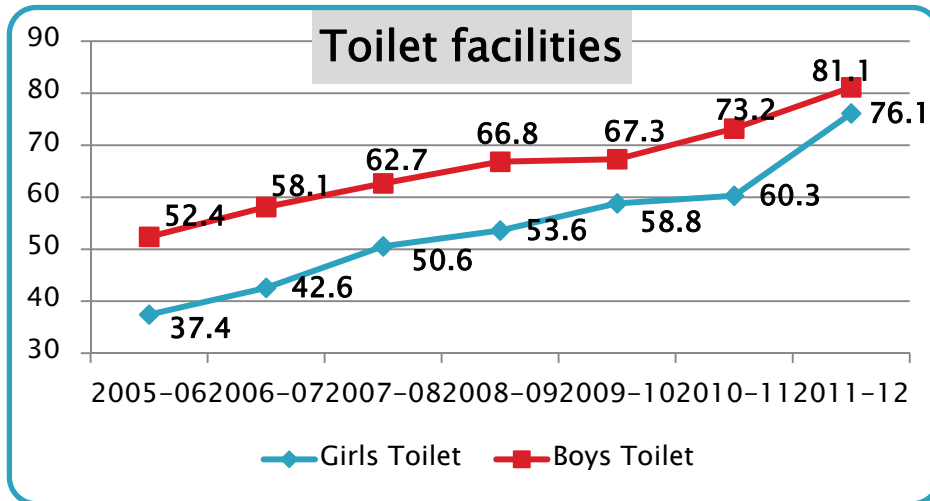
- 13 States/UTs had reported admission in 2012-13
- 16 States/UTs in 2013-14.
- MHRD has moved EFC for assisting States

Examples

- Groups of HIV +, street children, trans-gender and orphans incorporated by Tamil Nadu etc
- Earmarking of SC ST by Karnataka
- Local tribal groups specified by Maharashtra
- Neighbourhood wise mapping for private schools- clarity- MP

RTE Compliance : School Infrastructure

School Infrastructure



Increase in toilet and drinking water facilities

Positive trends in PTR and SCR

Challenge remains on redeployment of teachers

Challenges to ensure all facilities are functional

RTE Compliance : School Infrastructure Pending Completion

	In-progress	Not Started
Primary Schools	14850	13272
Upper Primary Schools	6885	4594
Additional Class Rooms	265917	58913
Drinking Water	4771	10200
Toilets	147667	83621

States with highest no. of incomplete civil works are :

State	Total School Buildings not completed	ACR	Drinking Water	Toilets
Bihar	7134	88021	2062	17859
Chhattisgarh	2056	5490	490	37046
Jammu & Kashmir	3137	13841	2127	12698
Orissa	2649	17555	1562	43004
West Bengal	8149	70533	1978	28818

RTE Act lays down key quality parameters

- Pupil Teacher Ratios
- Trained/qualified teachers
- Curriculum with Constitutional values
- Duties of a teacher
- Continuous and Comprehensive Evaluation

Learning Outcomes

RTE Compliance: Pupil Teacher Ratio

All India PTR – 30 ; 19.83 lakh teachers sanctioned, 14.15 lakh recruited

State	State PTR	Schools with adverse PTR (%)	No. of Sanctioned Teacher Posts Vacant (State + SSA) *
Bihar	59	85.2	2,54,066
Jharkhand	42	65.0	69,163
Uttar Pradesh	38	61.4	2,91,871
Madhya Pradesh	38	58	88,543
West Bengal	30	36.9	1,04,346
Odisha	27	36.7	63,355
Chhattisgarh	23	26.8	46,886

*As on 10-Jun-13

Quality indicators

- 80% Teachers have professional qualification

- NCF 2005 - 28 States have completed revision

- 6.3 lakh untrained teachers trained / under training

- 30 States/ UTs have modules for CCE implementation in place, rest in process

Learning Outcomes

Survey Cycles



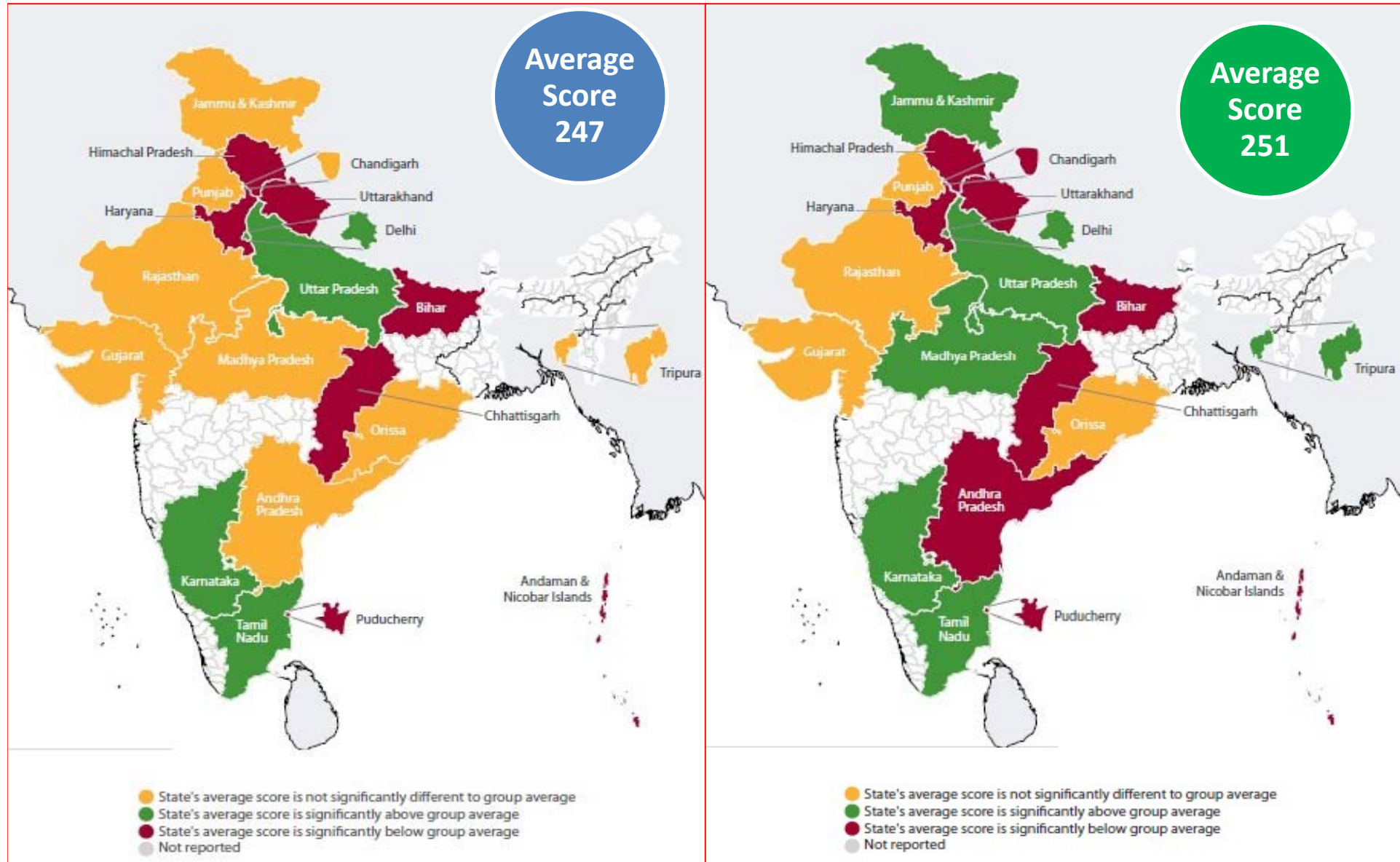
Subject tested	Mathematics, Language	Mathematics, Language, Environmental Studies	Mathematics, Language, Science Social Science
Background Questionnaires – Student, Teacher and School			
Sample Size-Cycle III	1.50 lakh children (tentative)/ 8364 schools	1.22 children / 6411 schools	1.50 lakh children (tentative)/ 8015 schools

*** To be completed by October 2013**

Learning Outcomes: Class V

Reading

Mathematics



Quality Programmes Initiated

Second Generation Reforms:

Early Grade Reading Writing and Comprehension Programs

- 14 States have focused programs

ABL

- Universal coverage in Tamil Nadu, Karnataka & Andhra
- Substantial in Chhattisgarh, MP and Rajasthan

Multi Lingual Education (tribal language)

- To bridge tribal children to school language of instruction : Odisha , Andhra Pradesh, Assam, Chhattisgarh, Jharkhand

SCIENCE/MATHS (Upper Primary)

- 10 States have initiated

Quality Frameworks getting in place

- Class-wise learning outcome indicators (6 States have done)
- National by November 13

- School Leadership & governance training programmes (10 states initiated)
- National standards by December 13

- Teacher performance indicators – National by November 13

- School performance standards and indicators (5 States have done)
- National by March 14

Quality of Teachers

Norms and standards for Teacher Recruitment laid down by NCTE 2011 + TET for elementary education

NCTE developed National Curriculum Framework on Teacher Education- States revising curriculum and roll out by 2014-15

Professional standards for teachers and teacher educators under preparation

Teacher demand supply - huge shortages in East and N. E.

Institutional strengthening – 593 DIETs , 97 BITES and 39 DRCs upgraded to DIETs

RTE Compliance : GRIEVANCE REDRESSAL

MHRD: Advisory U/S 31 & 32 of RTE Act issued on 4.2.2012 for setting up grievance redressal mechanism

NCPCR's RTE component strengthen by MHRD:

Separate budget head opened in 2013-14 , first release done in July 2013

- 20 States/UTs have set up SCPCR & 10 REPA in the interim.
- SCPCR funds for RTE provided in AWP&B of all States.

- 17 States have set up decentralized grievance redressal systems.
- 5 States 4 levels, 7 States 3 tiers, 3 States 2 levels & 2 States local level only

Appellate systems established

- SCPCR/ REPA at State level forums
- 15 States have specified decentralised appellate fora
- 9 States have specified time limits for appeals

- States have developed detailed procedures and guidelines for grievance redressal eg Odisha, Karnataka, UP.
- 11 States have fixed time limits for grievance redressal

Dialogue and Mediation:

- All States organized community participation activities focused on institutional arrangements under RTE Act- Gram panchayats & SMCs.
- Siksha Samvad and Annual schools days in vogue, NGO participation encouraged.

RTE Financial Position

- Estimation of Rs 2.31 lakh crore was made for 1st five years of RTE

Year	Estimation	Govt share as per estimate	Actual available Central funds	shortfall
2010-11	40503	26327	19838	6489
2011-12	43905	28538	21000	7538
2012-13	48152	31929	23876	8053
2013-14	48743	31683	27258	4425

- Total shortfall so far: Rs 26505 crore
- Utilisation Central Budget - Demonstrates absorption capacity

year	Utilisation (%)
2010-11	98.98
2011-12	99.36
2012-13	99.92

- In XII Plan demand was Rs 3.12 lakh cr, Allocation Rs 1.92 lakh cr.
- BE 2013-14 Rs. 27258 cr, Releases so far Rs. 13361 cr is 49.02%.

RTE Compliance : Monitoring & Supervision

SMC

34 States have constituted SMCs, notified their roles & responsibilities and provided annual training

Local Authority

- 24 States have notified local authority under the RTE Act.
- 10 States in progress

EMIS

Quarterly updation of district/ state physical and financial progress in web portal by States/UTs.
(www.ssamis.nic.in)

DISE

On 4000 variables on website dise.in
School report cards available on website

www.schoolreportcards.in

- District Report Cards
- State Report Cards
- National Flash Statistics
- Annual ranking of States on Educational Development Index (EDI)

RTE Compliance : Monitoring & Supervision

Monitoring Institutes

- 41 MIs undertake six monthly reviews
- Every district covered once in 2 years
- All reports on website

Audit Arrangement

- Annual statutory Audit of all States RTE/SSA programme.
- Concurrent audit of all States/UTs in 2 years cycle by independent auditors
- CAG audit of all States RTE-SSA programme.

JRM

- Six monthly Joint Review done with independent agencies and international funding partners

Quarterly Review Meetings

- Capacity building and exchange of best practices done with all States

- Thank you



Mid Day Meal Scheme

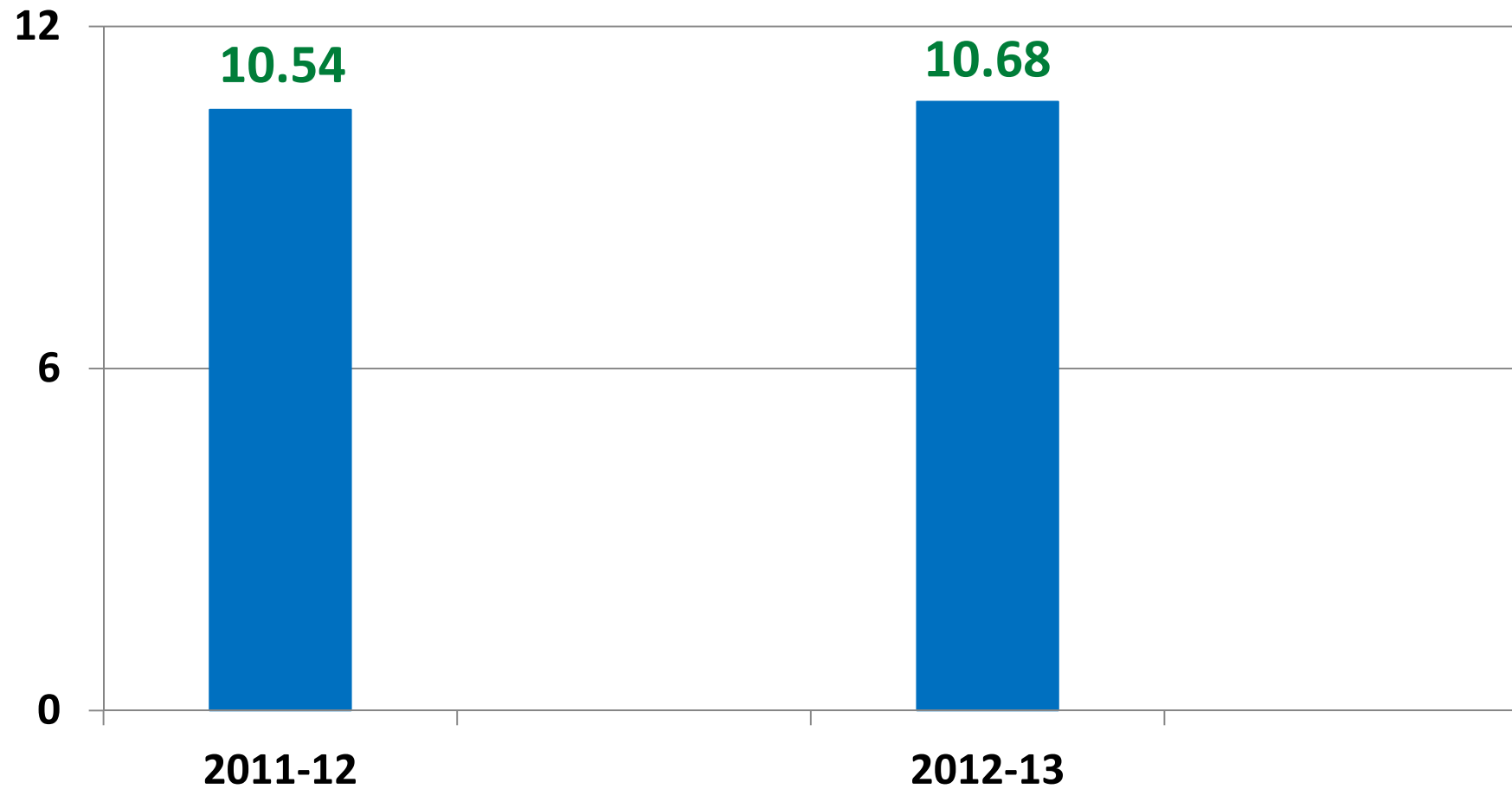


Government of India

Government of India
Ministry of Human Resource Development
Department of School Education & Literacy

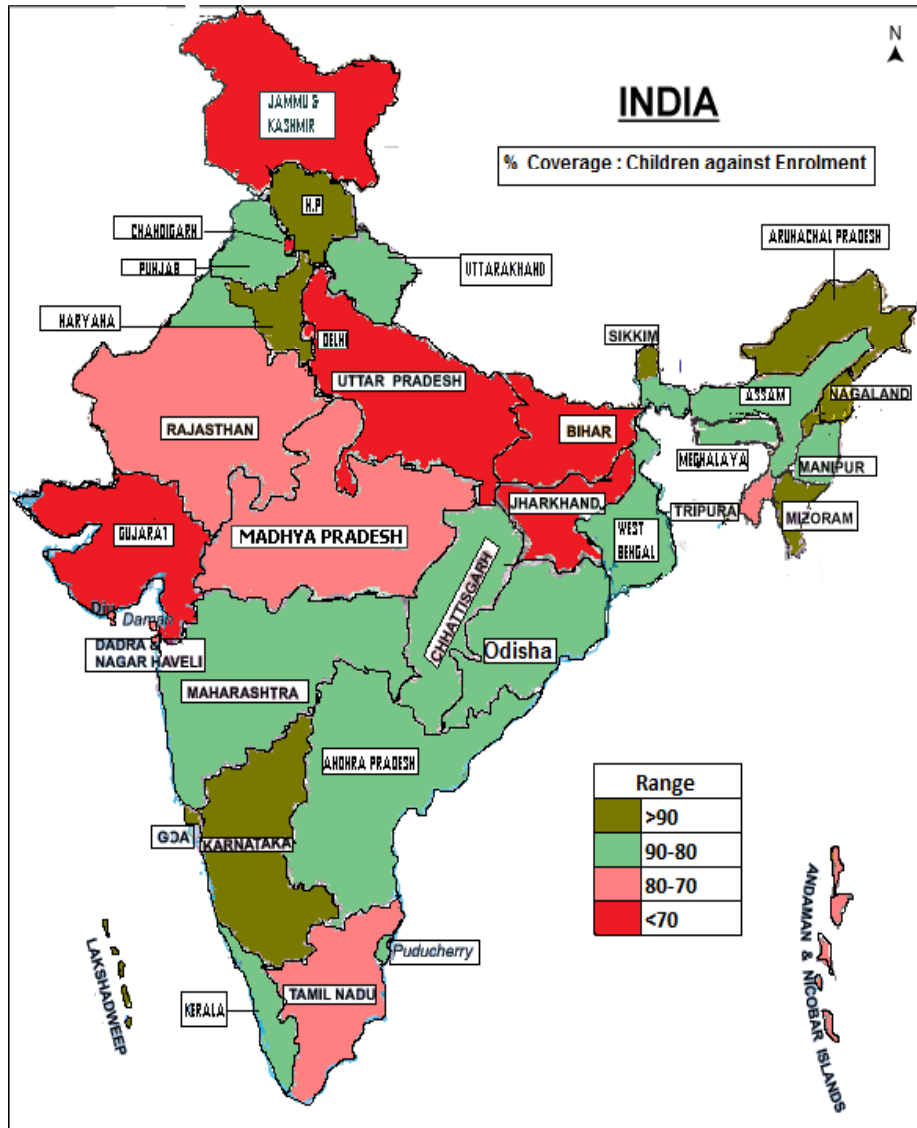
MDMS

❑ Flagship programme of the GOI, covering 12.12 lakh schools

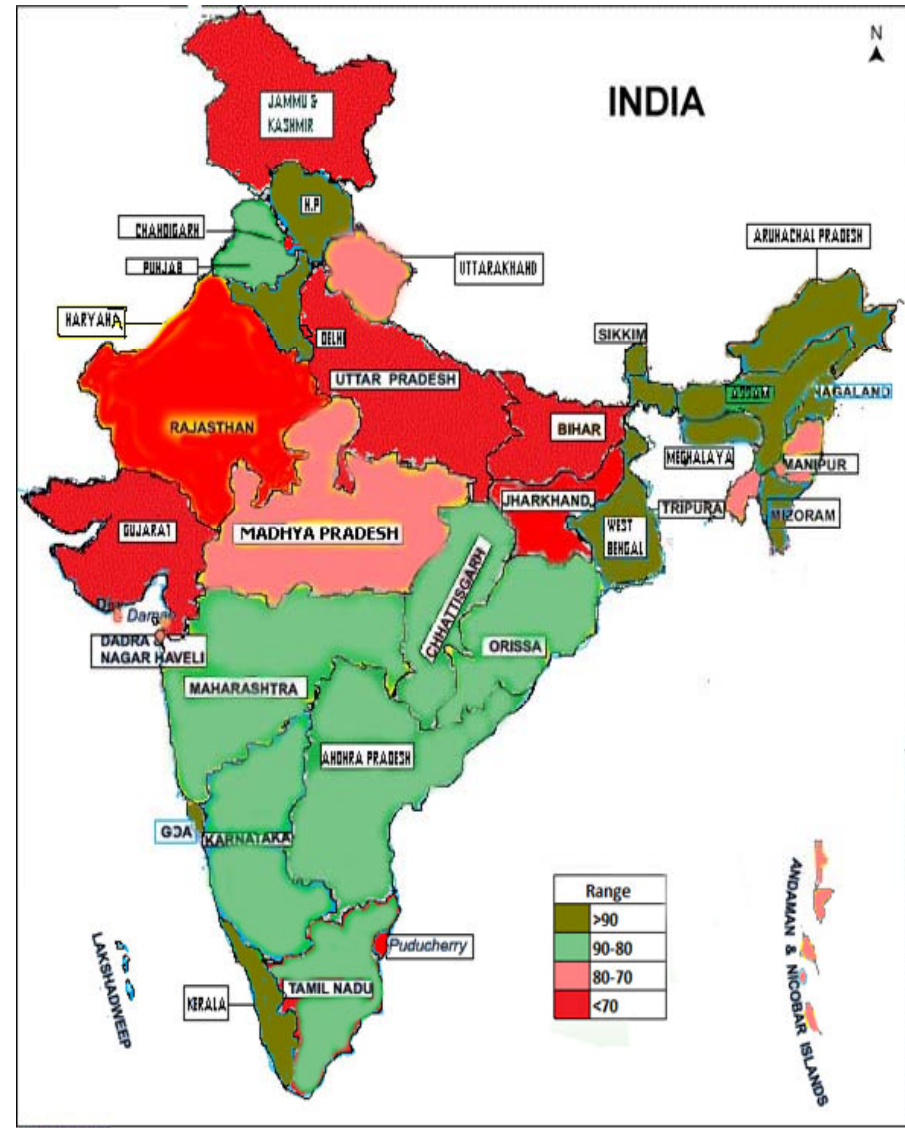


Coverage of children (in crore)

State-wise Coverage against Enrollment

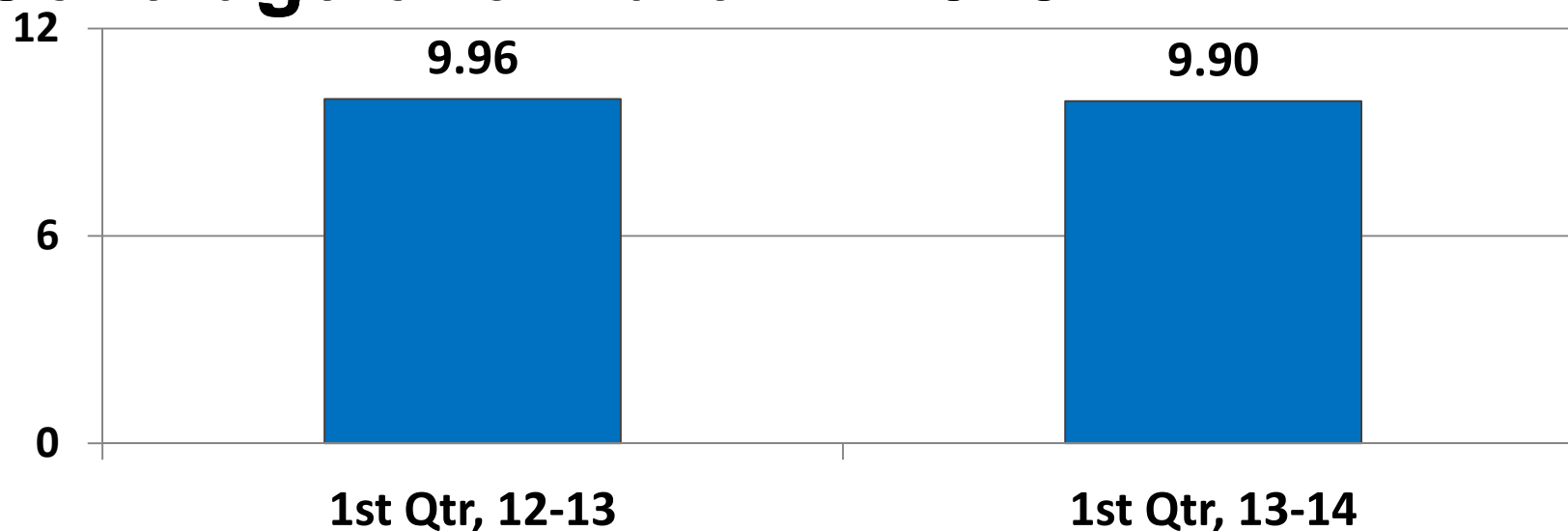


2011-12



2012-13

Coverage of children – 2013-14



- ❑ Coverage in 23 States is above 75% against enrollment.
- ❑ Coverage in 12 States is below 75%.
- ❑ Lowest coverage in Uttar Pradesh (48%), Jharkhand (54%), MP (59%), Chhattisgarh (62%) and Bihar (63%).

Availability of Kitchen-cum-Stores



Un-started work in Andhra Pradesh (91%), Kerala (67%), Manipur (62%), Maharashtra (51%), Tamil Nadu (49%) and Jharkhand (42%).

Safety and Hygiene

1. Provision of kitchen-cum-store located at safe distance.
2. Smokeless Chulhas be used.
3. LPG (30%) instead of fire wood, Safe Storage for fuel.
4. 89% schools have drinking water facility and 91% have toilets.
5. Proper container for ingredient storage.
6. Contingency plans for any untoward happening.

Good Safety Practices	
100% LPG connections in Karnataka	Supply of food containers in Uttar Pradesh and storage bins in Punjab
Fire extinguishers in Uttar Pradesh, Karnataka	

Quality

1. Training programme for Cook-cum-Helpers introduced.
2. Testing of food samples by FSSAI / CSIR / NABL accredited lab introduced.
3. Mandatory tasting of meal by at least one teacher before served to the children.
4. Procurement of pulses and ingredients of branded and Agmark quality.

Contd...

Good Quality Practices

- ❑ Kitchen Garden in the school premises – Andhra Pradesh, Karnataka, Punjab, West Bengal and NER States.
- ❑ Mothers are engaged as Bhojan Mata and Sahayika in primary schools – Uttarakhand.
- ❑ School children's mothers association called Saraswati Vahini are involved actively in cooking and effective delivery of MDM - Jharkhand.
- ❑ Public participation through 'Tithi Bhojan' – Gujarat.
- ❑ Branded quality pulses and other ingredients procured, transported directly to the schools in Maharashtra and Tamil Nadu.

Steps taken by Bihar Government

- ❑ Rs.17.88 crore released by State Government as State Share for procurement of kitchen devices.
- ❑ Rs.100 crore released by State Government as State Share for maintenance of the old kitchen-cum-stores.
- ❑ State Government has released Rs.21.22 crore for procurement of tumblers and eating plates, Rs.14 crore for storage bins and Rs.14 crore for food containers.
- ❑ State has begun training of cook-cum-helpers with Akshya Patra Organization.
- ❑ IVRS system of monitoring strengthened.

Monitoring

District level:

- ❑ District Vigilance and Monitoring Committee reconstituted on dated 28th September, 2013 for a more pro-active role in MDM monitoring.
- ❑ 25% of primary schools are to be inspected by State officials in each quarter.

State level:

- ❑ State Steering cum Monitoring Committee under Chief Secretary reviews, monitors effective implementation of scheme.

Contd..

National level:

- ❑ New Empowered Committee under HRM constituted on 22nd August, 2013 for monitoring of the safety, hygiene and quality of MDM Scheme.
- ❑ National Steering cum Monitoring Committee under the chairmanship of Secretary met on 25th July, 2013 last.

Independent Monitoring by GOI:

- ❑ Based on the Social Audit of the scheme in Andhra Pradesh, decision taken to extend Social Audit process to 8 more States in 2013-14.
- ❑ Field inspections by 41 independent Monitoring Institute, to cover all districts in 2 years.
- ❑ Joint Review Mission comprising of independent experts cover 8 to 10 States every year.
- ❑ All above reports on website and shared with States.



Thank You

राष्ट्रीय उच्चतर शिक्षा अभियान

Rashtriya Uchchatar Shiksha Abhiyan

National Higher Education Mission

Presentation before Central Advisory Board of Education

10th October, 2013

Chronology

- Approved by CAGE on 8th November, 2012
- The National Development Council (NDC) approved the Scheme as part of the 12th Plan
- Approved by Cabinet on 20th June 2013 as the only CSS for the Department of Higher Education
- The President of India announced the Scheme in his address to the joint sitting of Parliament on 21st February 2013
- Prime Minister also announced the Scheme in the Governors' conference on 12th February 2013
- EFC cleared Scheme on 11th September 2013
- Finance Minister cleared Scheme on 23rd September 2013
- CCEA approved RUSA on 3rd October, 2013

12th plan outlay

Centre-State funding will be in the ratio of :

- 90:10 for special category States (NE states, Sikkim, J&K, Himachal Pradesh and Uttarakhand)
- 65:35 for other States and UTs
- 50% of state share can be mobilized through private participation/PPP

Plan Period	Central Share	State Share	Total
12 th Plan	16,227 Crores	6,628 Crores	22,855 Crores

Total Scheme Components and Outlay

Component	Total cost (Rs. Crores)	No of Universities Colleges/ States	Outlay (Rs. crores)	Central Share (Rs crores) 71%	State Share (Rs crores) 29%
Up gradation of existing autonomous colleges to Universities	105	108 Colleges	11340	8505	2835
Conversion of colleges to Cluster Universities	55	100 New Universities	5500	4125	1375
Infrastructure grants to Universities	20	306 State Universities	6120	4345	1775
New Model Colleges (General)	12	288 Model Colleges	3456	2592	864
Upgradation of existing degree colleges to model colleges	4	266 Colleges	1064	798	266
New Colleges (Professional)	26	100 Professional Colleges	2600	1950	650
Infrastructure grants to colleges	2	8500 Colleges	17000	12750	4250
Research, innovation and quality improvement	120	35 States/UTs	4200	2982	1218
Equity initiatives	5	306 State Universities	1530	1086.3	443.7
Faculty Recruitment Support	0.58	20,000 positions in 306 Universities	11600	8700	2900
Faculty improvements	10	67 Academic Staff Colleges	670	475.7	194.3
Vocationalisation of Higher Education	15	306 State Universities	4590	3259	1331
Leadership Development of Educational Administrators	300	-	300	225	75
Institutional restructuring & reforms	20	35 States/UTs	700	525	175
Capacity building & preparation, Data collection & planning	10	35 States/UTs	350	262.5	87.5
Management Information System	10	35 States/UTs	350	262.5	87.5

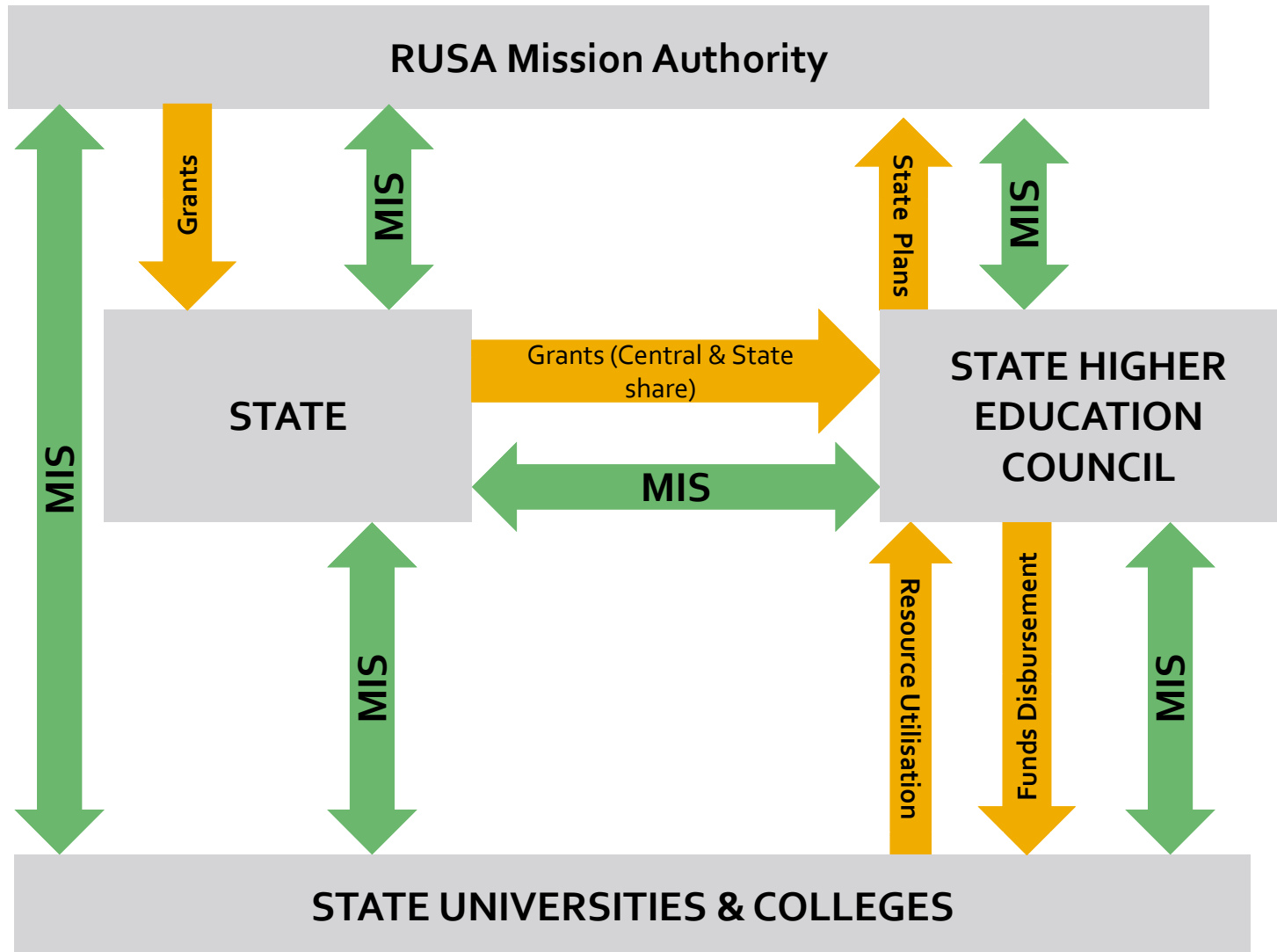
Component wise outlay – 12th Plan

Component	Unit cost (Rs Crores)	No of Universities Colleges/States	Outlay (Rs crores)	Central Share
Up gradation of existing autonomous colleges to Universities	105	35Colleges	3675	2609
Conversion of colleges to Cluster Universities	55	35New Universities	1925	1367
Infrastructure grants to Universities	20	105 State Universities	3000	2130
New Model Colleges (General)	12	60 Model Colleges	720	511
Upgradation of existing degree colleges to model colleges	4	54 Colleges	216	153
New Colleges (Professional)	26	40 Professional Colleges	1040	738
Infrastructure grants to colleges	2	3500 Colleges	7000	4970
Research, innovation and quality improvement	120	10States/UTs	1200	852
Equity initiatives	5	20State Universities	100	71

Component wise outlay – 12th Plan

Component	Unit cost (Rs Crores)	No of Universities Colleges/States	Outlay (Rs crores)	Central Share
Faculty Recruitment Support	0.58	5000 positions in 306 Universities	2900	2059
Faculty improvements	10	20 Academic Staff Colleges	200	142
Vocationalisation of Higher Education	15	20 State Universities	300	213
Leadership Development of Educational Administrators	300	100	100	71
Institutional restructuring & reforms	20	20 States/UTs	400	284
Capacity building & preparation, Data collection & planning	10	20 States/UTs	200	142
Management Information Systems	10	20 States/UTs	200	142

Process flow



Approach to RUSA

States indicate their willingness to participate in RUSA



States and institutions meet prerequisites



States create and submit State Plans



State Higher Education Council enters into a agreement with RUSA Mission Authority



Plans evaluated on the basis of norms and criteria



RUSA funds allocated under specific components



Future grants dependent upon previous utilisation

Institutional structure

National Level

- RUSA Mission Authority
- Project Approval Board
- Technical Support Group
- Project Directorate (in MHRD)

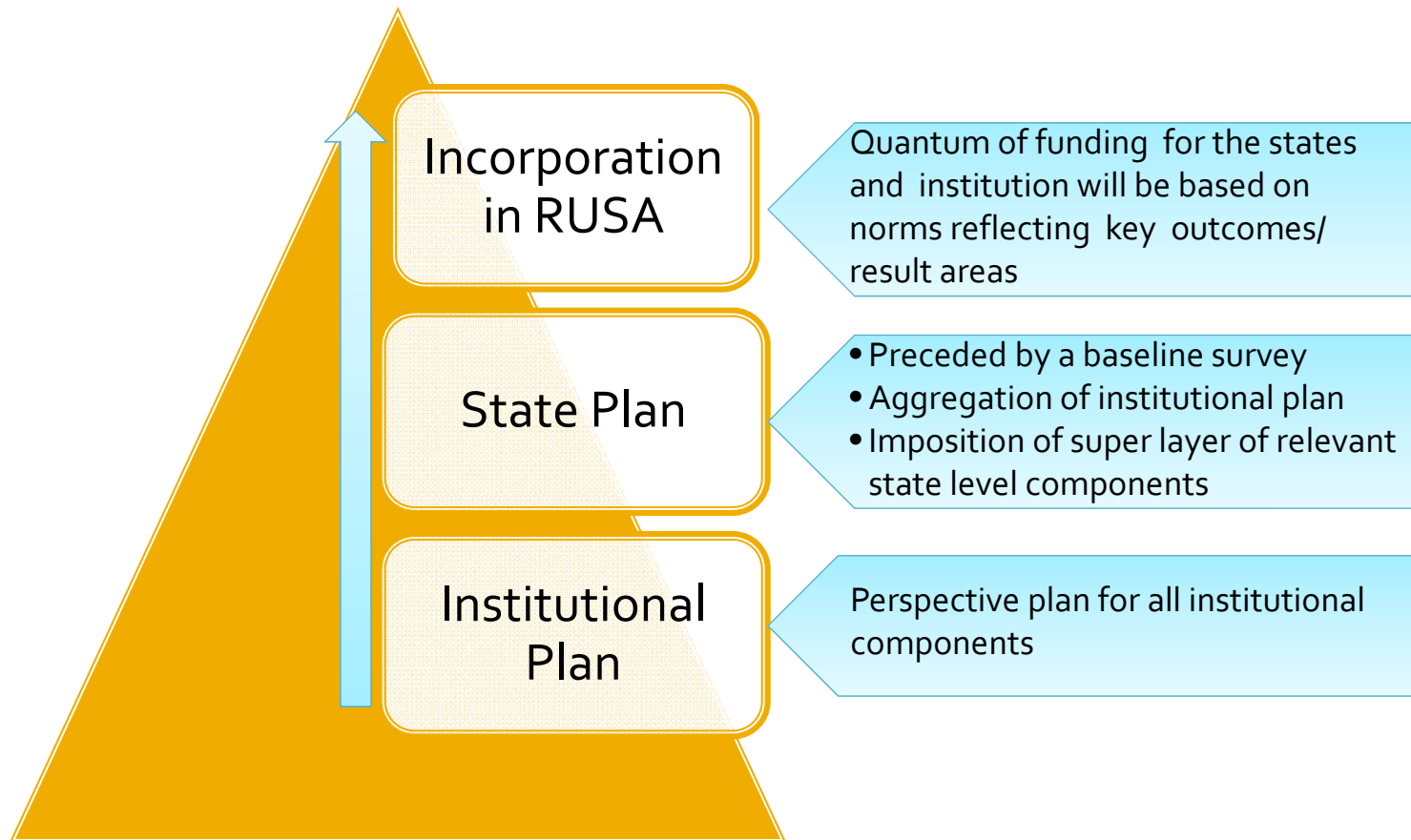
State Level

- State Higher Education Council
- Project Directorate (in State Government)
- Technical Support Group

Institutional Level

- Board of Governors
- Project Monitoring Unit

Planning hierarchy



Prerequisites

States

- State Higher Education Council
- State Higher Education Plan
- State funding commitment – share and timelines
- Filling faculty positions
- Affiliation and examination reforms
- Governance and administrative reforms
- Academic reforms

Institutions

- Institutional governance reforms
- Academic reforms
- Examination reforms
- Project Management Teams
- Equity Commitments
- Commitments on research and innovation efforts
- Faculty recruitment & improvement
- Establishment of MIS
- Regulatory compliance

Programmatic Norms

Component wise

Upgradation of autonomous colleges

- The college must have been in existence for at least 15 years.
- Accredited by NAAC with a grading not less than 'A'
- Preferably enjoy the status of College with Potential for Excellence (CPE) conferred by UGC.
- Robust internal governance structure - Academic Council, Board of Studies/Research Councils and Finance Committees.
- Teaching programmes both in under-graduate and post-graduate courses.
- Credible research evidence by faculty through publications, undertaking research projects and guiding research students.
- Demonstrated inter-disciplinary programmes in teaching and research.
- Healthy Student – Teacher ratio (15:1)
- Minimum existing enrollment of the college must be 2000 and proposed no. of students must be enough to sustain the institution as a university (4000).

Upgradation of autonomous colleges

- Land already available with the college must be enough to support the additional enrollments and capacity (at least 25 acres, the university can grow horizontally as well as vertically)
- College should be able to function and be managed as a University., including the strength and experience of the administrative staff, the number of years that the college has been functioning, degree of autonomy it has enjoyed in past etc.,
- The new university must address the affiliation issues of the existing universities in the State. i.e. it should be established as an affiliating university.
- Adequacy of academic, physical and technical infrastructure including library, hostel, equipment, ICT enabled services
- Conversion plan must include stage wise treatment of expansion in infrastructure, students, departments, administration, academic functions, research activities, assimilation of affiliated colleges etc.
- Autonomous Colleges seeking a University status must clearly specify;
 - a) why the need for a University status,
 - b) what innovations they are contemplating in academics and governance and,
 - c) a plan in place to make innovations sustainable and scale up.

Upgradation of autonomous colleges

The State Higher Education Plan must justify the creation of Cluster University keeping in mind the following: The Participating colleges should:

- Have been in existence for 15 years.
- Have a NAAC rating of 'Grade A'.
- Have the potential to become a Multi-Campus Cluster University.
- Cluster universities will be created by pooling the resources of 3 to 5 existing institutions which have adequacy of academic, physical and technical infrastructure in the college including library, hostel, equipment, ICT enabled services as in the case of Model Degree Colleges as specified.
- Robust internal governance structure - Academic Council, Board of Studies, Research Councils and Finance Committees.
- Have a combination of colleges which are Autonomous status/ College with Potential for Excellence/Special Assistance received from reputed international or national funding agencies/'Centers of Excellence' as identified by State Governments etc.
- Have teaching programme both in under-graduate and post-graduate courses or demonstrate ability to undertake post-graduate programmes and demonstrate credible research evidence by some faculty members.

Upgradation of autonomous colleges

- Have a healthy Student – Teacher ratio (15:1)
- Have an existing combined enrollment of 2000 students and proposed enrollment no. of students must be enough to sustain the institution as a university (4000).
- Colleges identified as Colleges with Potential for Excellence or any other criteria (e.g. availability of adequate land and buildings)
- The physical proximity of the institutions (15-20 km) should be such that they are able to share physical and human resources and not hamper student and faculty mobility
- The creation of the new cluster university must address critical gaps in spatial distribution of institutions across the State.
- Coverage of socially and economically backward groups must be ensured.
- The new university must address the affiliation issues of the existing universities in the State.

Upgradation of autonomous colleges

- The maturity levels of the youngest and oldest colleges in the cluster should be enough to enable institutions to expand and functions as centers of post graduate education.
- The new structure must have the ability to function and be managed as a University, this would include the strength and experience of the administrative staff, the number of years that the individual colleges have been functioning, degree of autonomy they have enjoyed in past etc.,
- The conversion plan must include stage wise treatment of expansion in infrastructure, students, departments, administration, academic functions, research activities etc. The transition plan must cover the timelines and concrete steps that will be taken for the integration of all the concerned colleges as well as the expected end-state of the new University.
- Demonstrate ability to raise /mobilize resources from sources other than Public Funding.

Converting cluster colleges

Autonomous Colleges seeking University Status should commit to the following pre-requisites within reasonable time:

- Committed to the provisions of the State Public Universities Act (if only one Act governs all Universities) or commit to a new Act (if separate Act guides the functioning of each institutions in the state.)
- Merit based students admission
- Inter-disciplinary and Trans-disciplinary programmes to be encouraged – essentially be a Multi-disciplinary University.
- Commit to rigorous evaluation on the indicators under the Institutional Plan template with greater weightage on “Quality and Research index” after 3 years of its establishment as a University.
- Commit to laboratories, hostels for boys and girls. 50% of seats should be reserved for socially and economically weaker sections in hostel accommodation.
- Converting existing buildings into fully disabled friendly environs (e.g. ramps, tactile pathways).
- Special facilities/equipment of disabled (e.g. computers, lab equipment)

Infrastructure grants to Universities

- All State Universities will be graded into category A, B & C on the basis of following criteria. Category A universities will be given priority.
- Priority will be given to those State Universities which have either already implemented or given the commitment to earliest implementation of the following reforms that have been mentioned in the RUSA scheme document:
 - Institutional governance reforms
 - Examination reforms
 - Academic reforms
 - Vocationalisation of higher education
- Priority will be accorded to universities considering their accreditation status on the following basis of NAAC Grade received if not accredited then on the status of applying for accreditation
- Antiquity
- Special attributes/handicaps
- Socially & educationally backward classes enrolment
- The grant shall be utilised for critical infrastructural gaps which lead to immediate quality gains such as upgrading of libraries, laboratories, equipments, hostels and toilets etc.

Infrastructure grants to colleges

Colleges will be divided in category A, B & C on the following basis:

- No of Students
- Antiquity of Institutions
- % of SC/ST/OBC and Women students
- Priority will be given to colleges considering their accreditation status on the following basis of NAAC Grade received
- If not accredited then on the status of applying for accreditation
- The grant shall be utilised for critical infrastructural gaps which lead to immediate quality gains such as upgrading of libraries, laboratories, equipments, hostels and toilets etc.

New model colleges (General)

The 66 districts will be graded into category A & B on the basis of following criteria, the category A districts will be given priority

- District with 0 - 1 colleges – Category A
- District with 2- 4 college – Category B
- Districts in Category A will be given priority over Category B, within Category B priority will be given on the following basis:
- Low CPI (College Population Index, No of Colleges per 1,00,000 students of 18-23 age group)
- High proportion of socially and economically backward population
- Low GER for female students
- Low GER (SC/ST)

Upgradation of colleges to model colleges

Priority for proposals will be given on the basis of College Population Index, the districts with lower CPI will get preference. Amongst similarly placed districts, following criteria will be used to prioritize, districts will be divided in A, B and C categories:

- High proportion of socially and economically backward population
- Low GER for female students
- Low GER (SC/ST)
- Sanctioned under the Model Degree College scheme
- Antiquity
- Special attributes/handicaps

The Model Degree College must contain the following:

- Girls Hostels and girls toilets
- New hostels wherein 50% of capacity would be used for socially and economically weaker sections
- Converting existing buildings into fully disabled friendly environs (e.g. ramps, tactile pathways)
- Special facilities/equipments of disabled (e.g. computers, lab equipment's)

New colleges (professional)

The State can form proposals on the basis of number of colleges in the district:

- District with 0 professional college – Category A
- District with 1 professional college – Category B
- Districts in category A will be given priority over B, within category B, priority will be given on the following basis:
 - Areas where new professional colleges will be opened keeping in mind the following:
 - Spatial distribution of institutions (districts without colleges)
 - High proportion of socially and economically backward population
 - Low GER for female students
 - Low GER (SC/ST)
- **States which are over-saturated (in terms of institutional density and vacant seats) will not be considered.**

Research, innovation & quality improvement

Priority will be given to those State Universities which have either already implemented or given the commitment to earliest implementation of the reforms to enable institutions to emerge as autonomous research-driven institutions

- Establishing industry linkages
- Improving Student-teacher ratio
- Plans for providing structures and facilities that support research institutions such as research hubs/parks etc.
- Adoption of meta university concept to offer cross university education and allow credit transfer to students
- Procuring high Quality e-resources
- Upgrading library and laboratory facilities
- Setting up incubation centres, innovation hubs
- Attracting top rate international faculty and providing competitive Faculty compensation
- Attracting top quality researchers and students
- Offering merit based scholarships, fully funded doctoral fellowships, post-doctoral fellowships

Research, innovation & quality improvement contd..

- Exposure visits for both faculty and students
- Support faculty and students exchange to world class institutions
- Scaling up industry-academia partnership
- Promote inter-disciplinary and trans-disciplinary research centers
- Developing research and entrepreneurial activities
- Support to setting up Science Parks and cutting edge Technology and Instrumentation facility
- Support different types of research programs – Base Research, Key Technology (R&D), High end (R&D),
- Develop a network of top quality University – Convergence model
- Outreach and Public Engagement Facility
- Staff Excellence and Organizational Stewardship
- Job Skills Training and Leadership Development and Capacity Building
- Outsourcing/Professionalization of non-academic services
- Support in bifurcating Undergraduate programs and Post-Graduate and Research Program
- Identify a few departments or fields of critical importance to the university and move them into a position of world leadership while working to prevent others from losing such stature.

Equity initiatives

- Enrolment of SC/ST/OBCs against specified percentages of reservations in the State The number of institutions that have or plan to create:
- Creation of equal opportunity cells
- Providing of remedial classes, language labs etc.,
- Financial aid and scholarships for socially and economically backward students
- Equity and gender sensitization campaigns
- Innovative schemes/programmes to enhance equity and inclusion

Faculty recruitment support

Faculty Recruitment Support will be given keeping the following under consideration:

- All state universities will be eligible
- Commitments of States to take over the liability of faculty positions at the end of the scheme
- Priority will be given to those states where more recruitment has taken place in Universities in the last 3 years
- Faculty positions vacant
- Student teacher ratio
- For the purpose of support under the scheme, priority will be given to new institutions. Second priority shall be given to those states which have a faculty student ratio between 15:1 to 20:1. States with more than 20:1 ratio will have to first commit to sanction and fill positions to bring down the ratio to 20:1.

Faculty improvement programme

Priority will be accorded to Academic Staff Colleges considering the following:

- % Vacancy in permanent staff positions
- No of refresher courses and number of teachers trained in the past two years.
- Extent of employment of technology-enabled innovative teaching and learning practices.

Vocationalisation of H.E

The States will be provided funding considering the following:

- Strengthening governance, management and financing for VE-modernization of management and governance policies, procedures and instructional structures , design and implementation of an effective mechanisms for monitoring and evaluation of the projects, support for project coordination, implementation and management
- Developing educational standards and core curriculum as the basis for the institutional to design new program, preparation of teacher-training programs for design and delivery of a competency based and modularized curriculum
- Enhancing skills delivery including development and delivery competency based training and continuous skills upgradation
- Counseling for choice of training and career planning
- Infrastructure support towards the creation and delivery of new programs
- Curriculum reforms with backward and forward linkages so as to integrate with school curriculum and demands in job markets

Institutional restructuring & reforms

- This amount will be given to States which have already undertaken sectoral and governance reforms or have committed to undertake them as a part of the prerequisites for RUSA.
- The amount would be utilized for setting up/strengthening State Higher Educational Councils and setting up State Resource Centres.

Leadership Development of Educational Administrators

Support will be provided to States and Institutions with the following criteria:

- All State Universities and Colleges (Government and Government aided) will be eligible.
- All such institutions will be provided support under this scheme which has in place governance pre-requisites as required under RUSA.
- This scheme will support leadership development in positions such as Department Heads, Deans, Registrars, Principals, Vice Principals, Pro-Vice Chancellors and Vice-Chancellors.
- In addition capacity building initiatives will be provided to state level policy makers and members of governing bodies at the institutional level
- Preference will be given to those institutions which have a good NAAC accreditation (Grade A)
- Preference will be given to those faculty/educational administrators who are below the age 50 who have demonstrated leadership skills in their respective institutions.

Leadership Development of Educational Administrators

- Women faculty will be highly encouraged to participate in this program.
- All those undergoing Leadership Development training under this scheme should be provided appropriate leadership positions at the Institutional level following the required due process.
- All such participants undergoing such trainings would be tracked periodically to ensure that the learning's from such programmes are implemented at the institutional level for providing good leadership and better institutional governance.

Others

- Capacity building & preparation, Data collection & planning
 - To be given to those States that comply with prerequisites

- Management Information System
 - The MIS would be centrally designed, developed and implemented.
 - It would cover all participating bodies and institutions.
 - A common tool would be developed to generate standardized information that would help in monitoring progress of reforms, utilization of resources etc.
 - Universities and colleges will be provided adequate infrastructural support to install the MIS and required training to the personnel for using the system.

State Plans

Template

State Plan

- **Table of Contents**
- **Executive Summary**
- **Chapter 1: Introduction**
 - ✓ Mission
 - ✓ Vision
 - ✓ Goals
- **Chapter 2: Background**
 - ✓ Demographic Profile of the State Higher Education Profile
 - ✓ Private sector plan
 - ✓ SWOT Analysis
 - ✓ Academic Information

State plan contd..

- **Chapter 3: Analysis of past performance**
 - ✓ Summary
 - ✓ Detailed Analysis
- **Chapter 4: Preparation of the State Plan**
 - ✓ Methodology
 - ✓ Stakeholder Consultation
- **Chapter 5: Five-year Perspective Plan**
- **Chapter 6: Snapshot of the Annual Plan**
 - ✓ Priority Areas
 - ✓ Strategy
 - ✓ Sources of funds
 - ✓ Major targets and financial outlays
 - ✓ Prerequisites: Essential commitments from the State
 - ✓ Current level and targets for the next year

State plan contd..

- **Chapter 7: Detailed Plan**
 - ✓ Overview of the major initiatives
 - ✓ Private sector participation
 - ✓ Detailed component-wise allocations
- **Chapter 8: University-wise plans and financial impact**
 - ✓ Outlays for all universities and colleges
 - ✓ University wise break up
 - ✓ College wise break up
 - ✓ Detailed Allocations for Universities
- **Annexures**
 - ✓ Annexure I: State Baseline
 - ✓ Annexure 2: Evaluation of State Development Proposal

Thank you