

Record of Proceedings of the 61st Meeting of Central Advisory Board of Education (CABE) held on 2ND APRIL, 2013 at New Delhi.

The 61st meeting of Central Advisory Board of Education (CABE) was held on 2nd April, 2013 under the Chairmanship of Shri M.M. Pallam Raju Hon'ble Minister of Human Resource Development (HRM), Government of India. List of participants is at **Annexure-I.**

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

3. After the unveiling ceremony was over, Shri Ashok Thakur, Member Secretary (CABE) and Secretary, Department of Higher Education, Government of India welcomed Dr. M.M. Pallam Raju, Hon'ble Chairman of CABE and Minister of Human Resource Development, Shri Jitin Prasada, Hon'ble MOS (HRD), Dr. Shashi Tharoor, Hon'ble MOS(HRD), Smt. Shanta Sinha, Chairperson, NCPCR, Honourable Ministers of State Governments & UTs, Shri Rajarshi Bhattacharya, Secretary, Department of School Education and Literacy, distinguished Members of CABE, Heads of various Autonomous Organisations, academics, senior officers of Central and State Governments. He then quickly recapitulated the issues discussed in the 60th Meeting of CABE held on 8th November, 2012. He also informed that the two issues from the previous meeting, namely the National Higher Education Qualification Framework (NHEQF) and All India Survey on Higher Education, which could not be taken up

would be discussed in this meeting. He then enumerated the issues to be taken up in pre and post-lunch sessions. He also informed about the schedule for common engineering entrance examination as the Ministry had been receiving a number of queries or doubts in respect of the single examination in engineering giving weightage to school education. He then requested the Honourable Chairman to set the tone of the meeting by giving his opening remarks.

4. Dr. M.M. Pallam Raju, Hon'ble HRM in his opening remarks, extended a warm welcome to all members of the Committee and mentioned that this is his second meeting of CABE, scheduled at a critical time, after the formal approval of the 12th Five Year Plan and after the deadline for schools to become RTE compliant. He spoke about the importance of including regional aspirations in the overall development plan and the need for a participatory approach. He recapitulated the issues discussed in the previous CABE meeting. He then listed out the new topics proposed to be discussed. He described the focus for the 12th Five-Year Plan as faster, more inclusive and sustainable growth. On the subject of employment, he enlisted the various targets to be achieved. He spoke about improving the quality of education at all levels, about strengthening the secondary school system and increasing the capacity of the higher education system. Talking about several initiatives lined up for increasing capacity of our higher education system, he mentioned that the bulk of enrollment in higher education takes place in universities and colleges supported by the state governments. He informed that an umbrella scheme of Rashtriya Uchchar Shiksha Abhiyan(RUSA) will be 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. Alongside this scheme, Government will strengthen Undergraduate and Postgraduate education in Colleges. Further, he talked about the reforms to be introduced in higher education and about harnessing technology-enabled learning as an important asset of education. He also discussed development of skills in higher education. He concluded by wishing the proceedings success.

5. Shri Amit Khare, Joint Secretary (P), MHRD then requested Dr. Furqan Qamar of Central University of HP to make a detailed presentation on the National Higher

Education Qualification Framework (NHEQF) which could not be discussed in the 60th CAGE meeting.

6. Dr. Furqan Qamar, VC, Central University of Himachal Pradesh began the presentation by explaining the purpose of the National Higher Education Qualification Framework. He discussed the situation concerning recognition of Indian qualifications both in India as well as abroad and the complications being experienced in the process nowadays. He then explained the system being followed globally and the aims of the National Higher Education Qualification Framework. He mentioned the advantages of setting up such a framework, and proposed setting up of a CAGE committee to evolve said framework. A copy of the power point presentation on NHEQF is at **Annexure-II**.

7. Thanking Professor Qamar, **HRM** solicited views/comments of the CAGE members on the issue. He then explained his interpretation of the aim of the National Higher Education Qualification Framework and the challenges that would be faced by it. He also proposed setting up of an expert group to study the similar arrangements in other nations.

8. Professor M. Aslam, VC, IGNOU suggested consideration of distance learning in the NHEQF and mentioned further details that would need to be considered for establishment of said Framework.

9. HRM proposed announcing a committee to look into all the mentioned aspects and establish a time frame for it to come up with recommendations.

10. Shri Ashok Thakur, Member Secretary moved the discussion to the second agenda item– All-India Survey on Higher Education. He thanked the state governments for their contribution to the survey which has been completed and now we have a reliable system of generating figures and information regarding higher education. He informed that we are now on track as far as GER is concerned. Presently the GER is 18.1% and as per projections by 2017, we will be at 25%. He requested continued co-operation of State Governments for contributing to the next survey. He then sought comments from members before proceeding to the next item.

11. Shri Mantri Prasad Naithani, Education Minister, Uttarakhand made a request for opening up a Central University in Kumaon division of Uttarakhand. He stated that while the Garhwal division has a Central University, there is no university in Kumaon. He requested that a Central University be opened, not affiliated to Srinagar University, and having own infrastructure. He also mentioned how the state is not getting appropriate funding from UGC as compared to other states. He requested that budget for the state be allotted as per its special category status. He also talked about the increase in cases of eve-teasing, chain-snatching, robbery, murder and terrorism and expressed concern about the increasing educational gap that was driving the youth to these activities. He requested that steps be taken to provide a direction to the youth, and expressed hope for more aid from the Centre.

12. Shri Jitin Prasada, MOS (HRD) responded to the request of Shri Naithani by saying that the new IIM set up in Kashipur is an achievement for the people of Kumaon region. He assured Shri Naithani that the Government will consider his request for opening of a Central University in Kumaon. He further stated that it is for all sections of the society to evolve a strategy to remove the imbalances in society and finding a solution.

13. Thanking the Minister, Member-Secretary listed the next topic as National Mission on Education through Information and Communication Technology (NMEICT). He informed about the sanctioning and approval of the project with an outlay of approximately Rs. 5000 crores, and the establishment of a committee under the chairmanship of Prof. Goverdhan Mehta, which gave its report on the various aspects of the project such as connectivity, e-content, low-cost-access cum computing device and talk to a teacher programme. He thanked the committee members and invited Mr. Rajendra Pawar, member of said committee, to present the salient features of the report.

14. Shri Rajendra S Pawar, Chairman, NIIT & Member, Goverdhan Mehta Committee, on behalf of Prof. Goverdhan Mehta, explained that the report had been submitted to the Ministry a few weeks ago and a detailed discussion had been scheduled to discuss the report as well as the usage of technology in learning. He explained that the report detailed the work done by the NMEICT under its first five-year plan. He

mentioned the first and major area of work for the NMEICT as connectivity, and informed about the current status, with 419 out of 499 universities having a certain level of connectivity and 18000 out of 25000 colleges at different levels of connectivity. The second area funded was development of content, with 52 projects initiated at various institutes of higher learning, and the previous courses for engineering education and management developed by NPTEL also being subsumed and provided under the Shakshar portal. Research projects on virtual labs and classrooms had also been recommended for continuation. The work done with regard to prototypes for the access device by different institutions had also been observed, and much more effort was required in that regard. He also said that the committee had identified various areas for strengthening of the NMEICT Secretariat so it would be better equipped to handle increasing scales and number of projects. Member Secretary then sought comments from the invitees.

15. Professor M. Aslam, Vice-Chancellor, IGNOU pointed out that the biggest challenge facing higher education today is provision of quality higher education to large numbers at affordable cost, with the aim of achieving a GER of 30% by 2020. He mentioned that IGNOU and the Distance Learning system play a major role in ICT for delivery of education. He informed about the steps undertaken by IGNOU to establish an online learning environment for distance learning, with initiatives such as e-gyan, flexi-learning, open course portals etc. with 27 online programmes being offered in completely online mode. Further, he proposed establishment of a virtual university consortium with 14 other state open universities in the country, to provide collaborative online programmes complete with standard curriculum framework, validation and approval by competent authorities, accreditation of programmes offered, credit transfer policy and quality assurance mechanism. He also offered for IGNOU to spearhead the establishment of a teacher empowerment programme, to make teachers more comfortable and efficient with ICT-enabled educational content, handling of ICT tools, and e-content creation. He also recommended harnessing this network to reach marginalised and disadvantaged groups by providing them with affordable and easy to understand multimedia packages and bridge courses.

16. HRM asked Prof. Aslam about the current status of collaboration between the 14 existing open universities. He requested him to explain the collaboration in terms of accrediting some of the courses in terms of the methodologies with which they reach out to the numbers.

17. Professor M. Aslam, VC, IGNOU informed that two meetings of the State Open Universities had been held in a period of five to six months, and expressed confidence in the capability of the Universities to work together. He spoke about the identification of courses and the constitution of a committee to establish a framework for operation of these courses. He assured the committee of their readiness to handle any tasks assigned to them.

18. Dr. Shashi Tharoor, MOS (HRD) asked about the experience of Prof. Aslam and that of others present with ICT infrastructure in the country, with regard to shortcomings such as intermittent power supply, lack of LANs and last-mile connectivity. He also expressed dissatisfaction over the current status of ICT usage in the country, mainly due to the headaches involved with operating the infrastructure.

19. Prof. M. Aslam, VC, IGNOU reiterated that ICT is not a solution but a technology that can be used to facilitate educational intervention. He also informed that currently, 3 million students across the country and 3380 study centres at the grassroots level, are having teleconferencing as well as offline ICT interactions, in the form of video programmes. However, even with complete infrastructural implementation, he questioned the effectiveness of planning. He expressed concern over the effectiveness of teaching with the aid of ICTs, asking about the degree of assimilation by students when complete courses are offered through a mobile instrument. He also mentioned the convergence of technologies and various research measures that should be undertaken to ensure that ICT interventions are effective, result-oriented and have serious impact.

20. Shri Rajendra S Pawar, Chairman, NIIT explained that to ensure that ICT makes an impact, the various devices that are available need to be connected, content has to be introduced, and various services need to be implemented to make the system work. Wherever implementation was taking place in a 'spray and pray' fashion, with

infrastructure being provided, but no comprehensive planning, the implementation was not successful. However, in case of comprehensive projects with complete end-to-end planning, a solution could be obtained. He iterated that instead of spreading a little money over a large number of places, a better solution would be to choose a reasonable number of institutions and do an in-depth, end-to-end implementation of ICT, giving the example of IIM Ahmedabad where instead of 30 or 60 students, 300 students had been taught without any degeneration in quality through use of ICT.

21. HRM emphasised further on the need for end-to-end planning and urged universities to consult NASSCOM or others, whoever may be available, for directions on how to implement LANs and emphasised that 'end to end connectivity' is definitely very critical.

22. Shri Ajit Balakrishnan, Chairman (BoG), IIM-Calcutta urged the Government to assign the task of supply of devices, physical connectivity etc. to the various telecom companies in India, and avoid getting involved in the matter themselves since it was a difficult matter and often government departments lacked the necessary know-how. He also suggested that design of courseware be assigned to faculty, as his experience dictated that they best spent their time in doing creative, interesting courses.

HRM agreed with Mr. Balakrishnan and added that like good infrastructure for the campus, connectivity to, as well as within, the campus was also important.

23. Ms. Geeta Bhukkal, Education Minister, Haryana expressed confidence in the ability of ICT to revolutionise higher education. She informed about the delivery of 13 subjects via ICT in Senior Secondary schools, and 14 subjects in Higher Secondary schools. The system has presently been implemented in 10306 schools, 65 colleges and 43 private colleges in the state. She also informed about problems encountered in EDUSAT due to shifting of satellites, and the lack of power. She informed about provision of generator sets to schools, and attempts to shift from agricultural feeders to domestic feeders to ensure proper power supply to schools. She requested that that all content related to ICT be pooled by the states and the Government, to be made freely available, so any states with a shortage of material could draw from this resource. Further, she suggested that usage of ICT be made mandatory and teachers be informed

during recruitment itself. This, she suggested, would improve quality and also reduce shortage of teachers.

24. Dr. Shashi Tharoor, MOS, HRD suggested that educational institutions be exempted from load-shedding during teaching hours in order to allow uninterrupted functionality of the ICT system. He requested that all states make such a commitment to ensure functionality of the computers and networks.

25. Ms. Geeta Bhukkal, Education Minister, Haryana added that in Haryana, there were too many high-tension connections in the areas where schools were located, thus making it difficult for schools to get a connection and there were instance where schools did not even have bulbs installed due to lack of power. She informed that a decision had been made and power corporations have been ordered to provide extensions in order to bring electricity connections to schools. She recommended that similar action be taken at the national level, and schools be prioritised when electricity connections were being established. She said that parents were under a false impression that private institutions provided better education as they began computer classes from the 1st standard itself. She also asked that the issue be taken up at the national level, to provide separate feeders or subsidised rates to all educational institutes.

26. Shri Akbar Lone, Higher Education Minister, Jammu and Kashmir voiced concern over lack of progress in connection of colleges in remote areas of J&K to the e-learning network. He informed that there were 95 government colleges, mostly in remote areas, and requests for connectivity to these colleges had been made repeatedly to the government under the National Knowledge Mission, with no result. He also asked for a clear directive on the status, whether the funding for establishing connectivity and maintenance of currently non-functional EDUSATs should be undertaken by the state or central government. He requested that either the Government provide the funding for this activity, or issue directions that the EDUSATs should be maintained by the Government of Jammu and Kashmir, otherwise maintenance was ignored on the grounds that since EDUSATs had been provided by the Government of India, they should be responsible for maintenance as well.

Ms. Amita Sharma, Additional Secretary, MHRD confirmed that 178 out of 388 colleges had been connected, and asked for a list of colleges that had not yet been connected, which would henceforth be targeted for implementation. **Prof. M. Aslam** also informed about the sanctioning of a sub-regional EDUSAT centre in Ladakh to enhance connectivity in the region. **HRM** further clarified that fiber-optic cabling needed to be present in order to extend the e-learning network in an area, and promised to look into the issue.

Shri Akbar Lone confirmed that the cabling was present in the regions concerned, and reminded the committee that the establishment of connectivity was a duty of the Central Government.

27. Shri K. Parthasarathy, Minister for Secondary Education, Government of Andhra Pradesh voiced concern over the problems caused by lack of power in the proper execution of the ICT programme. He pointed out that uninterrupted power supply may not be possible as most schools and colleges were connected to domestic lines, and provision of uninterrupted power would require the provision of a dedicated line, which would be a costly affair. He suggested that while generators were an alternative in such cases, these activities were mostly outsourced to private contractors and agencies who ran it as a money-making exercise and were prone to shutting down operations whenever funding was low and payment was not provided to them. He also requested that this programme should not be treated as a commercial exercise, since the practice of awarding tenders to lowest rate bidders was causing a decline in the quality of education, with teachers being paid only Rs. 1500-2000. He pointed out that teacher training was also required as teachers provided by these agencies were not up to the mark. Finally he requested that an evaluation mechanism be put in place to gauge the depth of students' learning from the ICTs, as the Central and State governments were spending crores of rupees on the system.

28. Shri Arun Kapur, Director, Vasant Valley School voiced concern over the mind-set in teachers that ICT is designed to replace them rather than aid them. He pointed out that this mind-set had developed due to ICT implementation being student-centric. He requested that the focus of ICT content be changed, to empower teachers

rather than go directly to the students. He also suggested providing a handset to each teacher rather than each child, since this would not only minimise the costs and infrastructural requirements, but also ensure that content could be more easily created and converted between languages, thus greatly increasing the learning outcomes

29. Professor Pravin Sinclair, Director, NCERT similarly expressed concern over the lack of teacher-education with respect to ICTs. She informed the committee of five teacher-training centres run by NCERT and requested that connectivity be provided to these institutes as well, in order to maximise the efficiency of these centres in teacher-training. Secondly, she informed about the various resources being made available for ICT-based education as requested by Ms. Bhukkal, under the ICT at school scheme and the e-gyan scheme. Thirdly, she discussed the provision of National Teacher Awards under ICT. She iterated that teachers required support in fully utilising ICT, and the Central Institute of Education Technology, a constituent of NCERT, was offering online programmes for the same.

30. Shri K Parthasarathy suggested the usage of ICT on larger screens rather than computers, to allow long-distance conferencing and teaching by outside faculty, enabling higher classes to attend intermediate and degree college lectures and learn from their faculty.

31. Shri Vinod Raina, Coordinator (Education), Bharat Gyan Vigyan Samiti expressed the importance of looking at ICT as a means to an end, and not as an end in itself. He emphasised shifting the focus from learning software and computers to other domains of education such as Physics and Sociology. He further pointed out the demerits of assigning content-generation for ICT to vendors, and instead suggested encouraging content-generation in schools, by both teachers and students, using open-source software.

32. Ms. Aditi Jain Anil, Chairperson Pragya Varatan Educational Society suggested harnessing renewable energy sources for power generation with regard to the lack of power in different states. She explained about the utilisation of similar technology in other countries and the advantages of successful adoption of solar and hydro energy. She pointed out that once the initial cost and difficulty of installation of

these systems was overcome, there would be no dearth of power as it was being drawn directly from a source, and there would be no dependence on other agencies or organisations.

33. Ms. Geeta Bhukkal, Education Minister, Haryana spoke about the availability of quality content with IGNOU and requested that this content be collected and put into a common pool and provided to the states free of cost, as it would greatly aid in provision of quality education. She also had a grievance regarding funding, as the state of Haryana had not received ICT funds for the years 2011 and 2012-13. She informed that the state had taken action to chart feasibility of solar energy generation for certain schools, and also made it a point to ensure that computer teachers were paid at least Rs. 12000-14000 whether through the service providers or not. She also requested that security personnel and guards be provided to the states, to safeguard the costly ICT infrastructure that had been provided to the states.

34. Shri Rajendra Pawar, Chairman, NIIT summarised the discussion on ICT in education by emphasising on the key points. First, ICT is highly relevant in education. Second, ICT is not meant to replace teachers, but rather to aid them. Third, he commented on the status of funding and subsequent condition of ICT implementation and operation. Finally, he re-iterated the need for 'end-to-end planning' in implementation of ICTs.

35. Shri Rajarshi Bhattacharya, Secretary, Department of School Education & Literacy, MHRD requested Prof. Sinclair to release the details of the national repository established by NCERT. He suggested drafting of technical specifications to ensure quality, before requesting bids for contracts, to ensure that the work done is of good quality even when tender rates are low, as pointed out by Honourable Andhra Minister. Regarding the matter of lack of funding, he requested that states diligently provide utilisation certificates for funding already awarded to them, to ensure that fresh funds can be released to them as and when required. Lastly, he requested that the gaps between definition of ICT in policy, and its actual implementation, be bridged and clear detailing and policy be put in place, to monitor all future activities.

36. Prof. Sinclair, Director, NCERT sought the permission of the Chair for allowing the Joint Director, CIET, to give a brief presentation on ICT.

37. Shri Radhey Ram Sharma, Joint Director, Central Institute of Education Technology presented the initiatives taken by CIET in implementation of the ICT programme. He spoke about the introduction of ICT Curriculum for students, and for teachers. He also spoke about the National Repository of Open Education Resources that has been established, and of efforts to map it to the National Curriculum Framework. Finally, he spoke about the tools that have been made available to states for evaluation of e-learning resources before they are hosted, in order to check the relevance of said resources and maximise efficiency of ICTs.

38. Shri Rajarshi Bhattacharya, Secretary (SE&L) added that apart from the initiatives mentioned by Mr. Sharma, a Click System was also under development that would allow students to search for information on topics of their choosing, from their textbooks as well as other learning resources.

39. HRM concluded the discussion on ICT by mentioning that there was no doubt about the power of ICTs, but that the half-hearted implementation currently underway would need to be overhauled and teachers needed to be empowered to more efficiently impart knowledge using ICTs. He then called for a start of discussion on the subject of school education.

40. Shri Rajarshi Bhattacharya, Secretary (SE&L) provided the first topic under school education as implementation of RTE. He requested Ms. Vrinda Sarup, Additional Secretary (School Education), to make a presentation on the topic, and afterwards also introduce two other integrally linked issues – elimination of gender and social gaps in school enrolment and retention, and sharing of summary of best practices in implementation of school sanitation.

41. Ms. Vrinda Sarup, Additional Secretary, Department of School Education & Literacy, MHRD updated the committee on the status of implementation of the RTE Act. The deadline for implementation had been set as 31st March, 2013 which required construction of sanctioned schools, classrooms, toilets,

availability of drinking water etc. The data available from 1st April 2012 till December 2012 reported that construction of almost 11000 primary schools, about 3000 upper primary schools and a little over a lakh classrooms had been completed. She also informed that all states had issued their notifications and that the whole country was now on a eight-year elementary school cycle. With regard to SCPCR, which is a grievance redressal mechanism for RTE, only 6 states remained where implementation had not taken place, and all six were in various stages of finalisation. Furthermore, 12 states had notified local redressal systems at a decentralised level, and all others were in the process of declaration. Concerning 25% reservation for students from Economically Weaker Sections, 13 states had completed implementation, but more efforts were required from the other states as school sessions are to begin in June and July. Regarding construction of at least one government school in each neighbourhood, most states had completed GIS surveys and had been provided sanctions. Quite a few, however, were still in the act of operationalization of schools and they were requested to be ready by the next academic session. Regarding physical features such as toilets, she gave a presentation with the updated data that had been received from states, for the period 2012-13, which showed great improvements. She also informed about improvements in creation of drinking water facilities, ramps for disabled-friendly access, school playgrounds, and school libraries. She expressed concern regarding teacher deployment, as figures showed that PTR was not satisfactory, with 50% and 56% schools reporting skewed distribution in Haryana and Jharkhand respectively. She informed of an understanding with the states that before commencement of next academic session, teacher from surplus areas would be re-deployed and rationally distributed. She listed five states where the recruitment process needs to be expedited, as a daunting number of teachers were required. Finally, she flagged two issues for consideration. The first was minority education, specifically for Muslim students, which was showing progress in enrolment and very low gender differential. The second was a scheme to help madrassas modernise by introducing Science, Mathematics, Modern Indian languages as well as vocational educational courses. With aid from NIIOS, a number of madrassas had registered for this scheme and were receiving regular benefits. Similarly, minority institutions seeking to improve their infrastructure had also

registered, and a large chunk of funds was being provided directly to them, with Kerala and Mizoram leading the proposals.

42. Prof. P. A. Inamdar, President, Maharashtra Cosmopolitan Education Society, Pune had a query whether RTE Act 2009 applied to unaided minority institution or not, and if not, which Act was applicable. **Ms. Vrinda Sarup** answered Mr. Inamdar's query by saying that RTE was not applicable to minority institutions, and state acts would apply as and where applicable.

43. Ms. Shantha Sinha, Chairperson, National Commission for Protection of Child Rights (NCPCR) informed the committee of the status of admissions and fees in schools across the country after the implementation of RTE Act. She explained about rise in enrolments after removal of documentation requirement, and return of fees after declaration of non-charging of fees. She also informed about setting up of SCPCRs in all but five states, and training provided by NCPCRs to SCPCRs. She also hoped that state governments would continue supporting the institutions.

She highlighted improvements in schools, such as removal of corporal punishment and implementation of age-appropriate classes and training. She also pointed out areas where further improvement was necessary, such as bringing disabled children and child labourers in for admission, and orienting private schools for implementation of RTE. She also requested greater decentralisation and involvement of gram panchayats. She also expressed hope for resolution of the issue of pre-school education, which remained a turf issue between Women and Child Development Department and the School Education Department.

44. Shri Om Prakash Sharma, MLC and President U.P. Secondary Teachers' Association reported that in Uttar Pradesh, the most populous state, RTE was providing an opportunity to the poorest of students to go to school. However, he pointed out that private schools were charging extremely high fee, and even Central schools were charging fees for classes 1, 2, 3, 5, 6 and 7. Furthermore, certain aided institutions were charging capitation and admission fees as well along-side the regular fees and no committee had been established to address such grievances. He asked the committee to look into the matter and establish mechanisms for the same.

45. Ms. Rukmini Banerji, Pratham talked about the scope for local development under RTE. She expressed hope for stronger development as RTE was implemented further, in the form of school management committees, school development plans etc. She also talked about integration of RTE with respect to the 12th Five Year Plan, which puts learning outcomes at the centre of focus, and wished to pursue more detailed discussion on the matter.

46. Shri Vinod Raina, Coordinator (Education), Bharat Gyan Vigyan Samiti complimented HRM on the decision to not extend the deadline for the RTE Act. He pointed out the two major requirements of the RTE Act – first, that every child have a school in their neighbourhood, and second that these schools meet a specified set of norms and standards. He urged that there must be a move out of an ‘endeavouring mind-set’, to provide the facilities since the act is now a constitutional obligation. He emphasised that since the Act involved various bodies such as parent-constituted bodies, gram panchayats, NCERT, NCPCR, it had to be a nation-wide effort and not just a ministerial or departmental endeavour. Further, he requested that measures be taken to rally the general public to the cause, as there was a growing feeling of cynicism regarding RTE. He requested that institutional mechanisms of learning also be improved, as there was a feeling in certain sections that removal of ‘fail’ grade was causing students to lose motivation in learning. He also suggested setting up of a grievance redressal system to handle any complaints or problems faced by people with regard to RTE.

Finally, he concluded with a suggestion for three committees: the first to be headed by a retired High Court Judge, which would look into matters of governance and rights and entitlement. The second committee, to be headed by a bureaucrat, would enable inter-departmental co-ordination. The third would look into methods to mobilise the people and get the community involved. He suggested that the recommendations from these three committees be laid out as the roadmap for implementing RTE by 2015.

47. Ms. Kiran Walia, Education Minister, Govt. of NCT of Delhi expressed concern that the no-detention policy would lead to loss of quality of education in certain

sections as students were being retained at home and not attending school, but had to be passed due to the policy of no-detention. She requested that more endeavours be made to motivate these students to attend school.

48. Dr. Mithu Alur, Founder Chairperson, The Spastic Society of India opened with a note of congratulations for the Government, as there had been a major improvement in the enrolment of children from SC/ST, PWD communities. She also expressed agreement with the statements made by Ms. Shanta Sinha and Shri Vinod Raina that there was continued progress, and that states and civil society also needed to step forward and take part in implementation of RTE. She clarified that inclusive education was meant not just for differently-abled students, but for all students in difficult circumstances. She further clarified that accessibility of education referred to not only physical infrastructure such as ramps and toilets, but also to pre-school education, child development and pedagogy. She also requested changes in B. Ed. Courses to help strengthen teacher training and increase accessibility. She expressed happiness about the tremendous progress that had been made, but warned that the compiled DISE data was not 'needs-driven' and hence lacked qualitative analysis. She informed of tools developed by UNICEF which could be used for such analysis.

49. In the post-lunch session, **Shri Ashok Thakur, Member Secretary (CABE)** took up the topic of inclusion of NCC as an elective subject in schools and colleges. He informed about the decision to introduce NCC as an elective subject with credit points in 30 autonomous colleges in the first phase for the academic year 2013-14, and then extend it to all other 400 autonomous colleges and interested universities by from the academic year 2014-15. The matter was to be taken up by the Chairman of UGC and thereafter guidelines/regulations as deemed fit would be issued. A similar case with regard to the NSS had also been referred to the UGC.

50. The second topic mentioned by him was of constitution of an education commission. The terms of reference for this had been circulated and comments were awaited, as education being a concurrent list subject, required full co-operation of the States.

51. The third proposal was setting up of a national testing agency, due to the growing demand from students for tests such as GATE, and similar online exams. The ballooning demand was causing major strain on the conducting institutions and hence, the conducting agencies such as CBSE, UGC, and AICTE etc. felt the need for a National Testing Agency and the matter awaited in-principle approval from CABE.

52. Ms. Mary E. John, Senior Fellow, Centre for Women's Development Studies requested clarification regarding the provision of credits for NCC. She requested comments on why NCC was being singled out for provision of credits, and suggested it should be done as part of a larger framework which rewarded credits for all extra-curricular activities such as sports etc.

She also requested clarification regarding how exactly the National Testing Agency, as a single body, would handle the numbers and the diversity associated with organising multiple exams, when multiple separate institutions were experiencing problems in the matter when conducting their individual examinations.

53. Secretary (HE) explained the need for a central National Testing Agency for the accumulation of expertise and knowledge on conduct of various exams, thus improving efficiency of conducting exams, and also allowing exams to be held multiple times a year, allowing students more chances to improve. He also clarified that this was on a voluntary basis; hence no institution would be compelled to participate.

Regarding the introduction of NCC, he explained that the matter had been referred to the U.G.C. and all issues raised would be thoroughly looked into and only then would a decision be taken.

54. Prof. A. D. N. Bajpai, VC, Himachal Pradesh University, Shimla had some suggestions regarding draft terms and references for the education commission. He requested that a recruitment system for faculty members be put in place. He also requested formulation of a more effective method for appointment of educational leaders such as Vice-Chancellors, Directors, and Registrars. Finally, he requested some form of monitoring to encourage faculty members to improve their skills using ICT and other such tools.

55. Shri Krishan Lal, President, Indian National Science Academy updated the committee on measures undertaken by the Academy to address the issue of vacancies in education sector. He also urged focus on inclusive and inquiry based science education.

56. Shri K. Parthasarathy, Minister for Secondary Education, Govt. of Andhra Pradesh voiced caution towards adoption of a national testing scheme due to difference in syllabus as well as marking schemes and percentiles of various states. He called for further discussion on the topic before implementation.

57. Prof. Souvik Bhattacharya, Vice-Chancellor, Jadhavpur University informed the committee of the measures undertaken by IITs in organising GATE and JEE exams. He spoke about the various confidentiality and anonymity measures taken, and the work done by non-organising IITs in conduction of these exams. He urged thorough consultation with people who had participated in such activities before starting a National Agency for testing purposes.

58. Prof. Uday Gadkari, President Council of Architecture spoke about the introduction of national initiatives on innovation and design. He however wished for introduction of design education at school and +2 levels, rather than at higher technical education level as such courses required aptitude and attitude which had to be instilled in learners at an early stage.

59. Shri Anurag Kashyap, Film Director urged a different approach towards establishment of a National Testing Agency. Rather than have the Agency conduct exams for all fields, it should conduct aptitude testing, discipline testing, knowledge testing etc. These tests could be taken by students on a voluntary basis, and as the Agency established its reputation, these scores could be used by different firms and universities for admission, similar to SAT, GRE, GMAT scores.

60. Ms. Neeta Chowdhury, Secretary, Department of Youth Affairs raised the issue of introduction of NSS and NCC as credit-based electives in schools and colleges. In response to a question on why these should be introduced as credit-based subjects rather than simple electives, she stated that if introduced without credits,

students would be unavailable to allocate enough time to these activities and would not take them seriously. Hence, introduction of credits was necessary.

61. Shri Vinod Raina, Coordinator (Education), BGVS also spoke about the importance of introducing these subjects as it was necessary to inculcate nation-building values in students.

62. HRM spoke about his personal experience with introducing NCC in schools and colleges across the country. He testified as to the character-building and team-spirit instilling values of these activities. He also agreed with Mr. Raina that these subjects needed to be integrated with the curriculum and other actors apart from the NCERT had to be brought into this.

63. Dr. Shashi Tharoor, MOS (HRD) spoke about the current attitude towards NSS and NCC as courses that could be used for easily scoring 100%, as substitutes for tougher courses. Hence, the current implementation was not a very weighted departure from the regular curriculum. On the issue of testing, he spoke to affirm the usefulness of such a measure from the students' point of view, as currently students had to give 5-6 different papers for admission to different institutions.

HRM then requested the members to speak on the RTE and SSA in the School Education Sector.

64. Smt. Archana Chitnis, Education Minister of Madhya Pradesh, informed the committee on the current status of RTE implementation in Madhya Pradesh, and the positive results that had been obtained. She voiced concern regarding the shortage of funds which was setting back state efforts to fully implement RTE. She advocated listing all the schools which had completed implementation of RTE, so they could be commended, and providing more time to schools that had not, since 25% schools in the state are private and they are vital parts of the education system there. She also informed that the funding received from the Government was less than the promised amount by Rs. 1100 crores. She requested the Central Government to provide full aid so that RTE could be fully implemented. She also suggested focus on completion of earlier programmes such as RTE and RMSA before advancing to other schemes, as

this approach was causing loss of credibility in the eyes of the public. She also felt that the examination system had been removed early, and the CCE system introduced prematurely. She stated that the CCE system should have been fully developed and then introduced side-by-side with the examination system, and the transition from one system to the other should have been made gradually.

65. Mr. Rajendra Darda, Minister of School Education, Maharashtra requested that some assessment system be put in place to ensure that students were learning, regardless of the no-detention policy being implemented up to class 9. He further updated on the status of physical infrastructure in schools in Maharashtra, with 98% schools having girls' toilets, 94% having boys' toilets and 88% having electricity connections. He requested a central advisory to shift electricity rates for schools to domestic rates, as currently they were being charged at the commercial rate. He finally presented 4 requests: first being reimbursement for aid given to 25% weaker section admission, second being a request to bring private schools under purview of RMSA as 80% secondary schools in Maharashtra are private, third was a request for more grants for implementation of computer aided learning, and finally a proposal to set up a state college for leadership.

66. Shri Mantri Prasad Naithani, Education Minister, Uttarakhand raised the issue of funding of hill states at the ratio of 90:10 and stated that his state has almost different situation and did not get the same funding. He informed that his state has about 3133 Secondary Schools, 4605 Higher Secondary and 15428 Elementary Schools. He requested for raise in the funding to the State. Due to cut in the budget, the State could not appoint teachers, construct Schools and toilets. The State had issued advertisement for teacher's recruitment under SSA but had to stop the recruitment due to cut in the budget. He also requested to reduce the distance limit for elementary schools from 5 kms to 3 km and also to reduce the area from 3.5 acre land to 1 acre due to non-availability of land. He further requested for opening of more Kasturba Vidyalayas for girls. He also requested for raising the amount for refreshment to NCC Cadets and for adopting moral education as a subject in schools.

HRM thanked Mr. Naithani for his valuable suggestions and assured that the Ministry would look into these and implement whatever is possible. He then requested states to improvise accordingly on the matter of allowances for NCC officers and camps.

67. Shri K. Parthasarathy, Minister for Secondary Education, Andhra Pradesh informed about the status of implementation of RTE, with 42,000 additional classrooms having been constructed and another 17,000 in progress. He also informed that only 2483 crores out of the requested 6,737 crores had been released to them. With 6,200 rooms yet to be constructed and 1,256 crores to be paid for on-going works, funding was becoming a problem. In addition, only 39,000 teachers had been sanctioned, and another 16,226 were required. 600 schools had been completed under RMSA at fixed cost, following 2008 SSR rates. He informed that 325 model schools would commence classes from this academic year. He pointed out that the sanctioned funds were not enough towards civil costs, and the second phase of school constructions would not be possible if the funding was not re-worked. He also requested the government to suggest some solution to a unique problem faced by Andhra Pradesh, wherein parents, regardless of their annual incomes, were sending their children to private schools which collected extremely high fees. Despite quality education being provided by government schools also, even low income families preferred to send their children to private schools with exorbitant fees, sometimes as high as 5 to 6 lakhs.

68. Shri Feroz Ahmed Khan, Minister of State for School Education, J&K informed the economic conditions of the State and made a request for SSA funding to be on 90:10 pattern as for the NE States. He informed that due to less funding teachers in the state are not getting pay. He also made a request for providing enough funds to enable them to reach the target for 2013-14 for opening of primary and middle schools. He also requested for revise the ceilings for contraction of schools under RMSA.

69. Shri V. Hegde Kageri, Minister for Primary and Secondary Education, Govt. of Karnataka reminded the committee that a promise of hostel provision had been made under RMSA. He requested the Government to look into the matter.

HRM then requested Ms. Vrinda Sarup, Additional Secretary, Department of School Education & Literacy to elucidate further on the issues of RTE-SSA.

70. The first point **Ms. Vrinda Sarup, Additional Secretary (MHRD)** explained was that regarding 25% reimbursement to states, the process had been moved to enable this as part of the SSA funding pattern, and only approval was awaited. The second point was an explanation regarding the budget cuts for the period 2012-13. All funds under SSA had been fully released to the states. However, the Government had faced a cut of Rs. 2000 crores, and hence this cut had to be proportionately passed on to the states. Next, she informed that the present year grants, while higher than last year, would be distributed commensurate to the budget. Hence, all states were asked to list out priorities, thus targeting payment of salaries as first priority, and completion of unfinished works as second priority. Finally, she informed that usage of state schedule of rates under RMSA was undergoing final approval and an endorsement had already been made validating SORs for all future works.

71. Shri Mantri Prasad Naithani, Education Minister, Uttarakhand spoke about the peculiar condition of his state and requested for considering extension of the RTE deadline. He again requested for adequate funding to Uttarakhand State.

72. Shri Rajarshi Bhattacharya, Secretary, Department of School Education & Literacy clarified the position relating to funds provided to the State Government and explained that due to shortage of funds, limited funding was done.

HRM also stated that last year was an exceptional years in terms of funds crunch that was experienced because of the sudden slowdown in the growth rate and due to the overall economic situation, an across the board cut had to be imposed by the Government which resulted in cut in State funding as well.

73. Smt. Geeta Bhukkal, Education Minister, Haryana listed out in detail the achievements of the State Government in the field of School and Higher Education and various initiatives taken in the education sector.

74. Due to paucity of time, **Hon'ble HRM** wrapped up the discussion on the RTE Act by applauding all States, officers of States and MHRD officials for their role in promulgating and implementing the RTE Act. He requested everyone to keep up the effort as there was still some distance to cover, and told them not to be discouraged by

expiry of the deadline. He pointed out that the only challenge remaining was hiring of teachers, as implementation of infrastructure had been well handled. He reiterated the 12th Five Year Plan focus on learning outcomes, but requested everyone to also keep working on ensuring 8 years of school education for children, overcoming shortcomings in infrastructure. He also requested states to make an example of schools which had not acted at all towards complying with directives. Finally, he thanked everyone for their combined efforts, and requested the Additional Secretary to take up the other topics.

75. Ms. Vrinda Sarup, AS (SE) and Dr. Amarjit Singh, AS (EE) took up the final 2 topics on the agenda of the CAGE committee. The first topic was sharing of best practices on mid-day meal. The relevant details had already been circulated among the members. The other item was the National Textbook Council Bill. This bill was based on a CAGE decision made in 2004, and its objectives were to ensure that textbooks used in schools were based on values enshrined in the constitution. He pointed out that since this decision had been taken prior to the RTE Act, the draft bill did not incorporate changes due to RTE. It had now been incorporated in Section 29 of the RTE Act. The second objective of the bill was to monitor school textbooks to maintain standards of education. With RTE implementation, 35 statutory authorities had been introduced in the various states, and NCERT was positioned as the national level academic authority for this purpose. The sum of this agenda item was that since the purpose of the bill was already satisfied by RTE, and due to opposition by various states as well as internal Ministry recommendations, it was proposed that this bill be dropped from the CAGE conference. Finally, there was also a non CAGE agenda item regarding the teacher's welfare-NFTW. She stated that this item was placed before the meeting today as the general committee comprises of all the education ministers but due to shortage of time, this item would be taken up in another forum.

76. CONCLUDING REMARKS BY CHAIRMAN

On a concluding note, Hon'ble HRM thanked his esteemed colleagues from the Ministry, the honourable Ministers from the States, all the Secretaries, all the officers of

the Ministry of HRD, all Heads of Autonomous Bodies, all Heads of NGOs and all the members of CABE for their active and supportive participation. He mentioned that he is enthused particularly by the positive spirit displayed by all the State Ministers who have in one breath mentioned the challenges but in the second breath also committed towards fulfilling the provisions of the RTE Act.

77. At the end of the meeting, the following resolutions were adopted:

- i. CABE appreciated the proposal to develop a National Higher Education Qualification Framework which would facilitate the mobility of students in higher education. It was resolved that a CABE Committee will be constituted to examine the formulation of a National Higher Education Qualification Framework (NHEQF) which will submit its recommendations within a period of six months.
- ii. CABE appreciated the completion of All India Survey on Higher Education and thanked all the State Governments for their efforts in compilation of data which has revealed that the Gross Enrolment Ratio (GER) in higher education of the country has now reached 18.8 per cent.
- iii. The agenda item on use of ICT In Higher Education was deliberated in detail and CABE noted that while there have been substantial achievements in providing connectivity and development of e-content, there is a need to develop an integrated approach in usage of both connectivity and content developed under the National Mission in Education through ICT. The need for capacity building of teachers for usage of ICT in improving the quality of learning is also a matter of serious consideration. Developing a hierarchy of ICT learning along with providing 'end to end' solutions is significant if the desired impact of ICT in education is to be achieved.
- iv. CABE approved the proposed introduction of NCC as an elective subject in select autonomous colleges and also noted the proposal of the Ministry of Youth Affairs and Sports for introduction of NSS as an elective and desired that similar other activities may also be considered for inclusion as elective subjects.

- v. CABE appreciated the proposal regarding constitution of a new Education Commission.
- vi. CABE noted the proposal for a National Testing Agency and desired that the proposal be taken forward in consultation with all stakeholders.
- vii. The CABE reviewed the progress and implementation of RTE Act in detail and an assessment of the ground situation in different States was noted. Along with this agenda item, the related matters pertaining to Best Practices in implementation of School Sanitation and Hygiene Education, as also Elimination of Gender and Social Gaps in School Enrolment and Retention were discussed.
- viii. The other agenda items on Best Practices adopted in Mid- Day Meal Scheme, “Regulatory Mechanism for the Textbooks and Parallel Textbooks Taught in School outside the Government System” – Draft National Textbook Council Bill and National Testing Scheme were noted by the CABE.

The meeting ended with vote of thanks to the Chair.

ANNEXURE-I**LIST OF PARTICIPANTS OF THE 61st MEETING OF CENTRAL ADVISORY BOARD OF EDUCATION (CABE) HELD ON 2nd April, 2013 AT NEW DELHI.**

S. No.	NAME, DESIGNATION & ADDRESS
CHAIRPERSON	
1.	Shri M.M. Pallam Raju, Minister of Human Resource Development
VICE -CHAIRPERSONS	
2.	Dr. Shashi Tharoor, Minister of State in Ministry of Human Resource Development
3.	Shri Jitin Prasada, Minister of State in Ministry of Human Resource Development
REPRESENTATIVES OF STATES/UTs (MINISTERS)	
4.	Shri K. Parthasarathy, Education Minister for Secondary Education, Govt. of Andhra Pradesh
5.	Smt. Geeta Bhukkal, Education Minister, Govt. of Haryana
6.	Shri Mohd. Akbar Lone, Minister for Higher Education, Govt. of J&K
7.	Shri. Feroz Ahmad Khan, Minister of State for School Education, Govt. of J&K
8.	Shri V. Hegde Kageri, Education Minister, Karnataka
9.	Smt. Archana Chitnis, Minister for School Education, Govt. of Madhya Pradesh
10.	Shri Darda Rajendra, Minister for School Education, Govt. of Maharashtra
11.	Shri M. Okendro, Education Minister, Govt. of Manipur
12.	Shri C.M. Chang, Minister for School Education, Govt. of Nagaland
13.	Shri N.K. Pradhan, Education Minister, Govt. of Sikkim
14.	Shri Mantri Prasad Naithani, Education Minister, Govt. of Uttrakhand
15.	Ms. Kiran Walia, Education Ministe, Govt. of NCT of Delhi
EX-OFFICIO MEMBERS	
16.	Ms. Shantha Sinha, Chairperson, National Commission for Protection of Child Rights (NCPCR)
17.	Shri Rajarshi Bhattacharya, Secretary, Department of School Education & Literacy, Ministry of Human Resource Development, New Delhi
18.	Pro. Ved Prakash, Chairman, University Grants Commission, New Delhi
19.	Shri S.S. Mantha, Chairman (Acting), All India Council for Technical Education, New Delhi
20.	Shri Sukhdeo Thorat, Chairman, Indian Council of Social Science Research, New Delhi
21.	Shri Vineet Joshi, Chairman Central Board of Secondary Education, New Delhi
22.	Shri Basudev Chatterji, Chairman, Indian Council of Historical Research & Prof. of Modern History, Delhi University
23.	Shri Krishan Lal, President, Indian National Science Academy, New Delhi
24.	Prof. Pravin Sinclair, Director, National Council for Educational, Research and Training, New Delhi
25.	Prof. M. Aslam, Chairman, Distance Education Council & Vice Chancellor, Indira Gandhi National Open University, New Delhi
26.	Prof. Uday Gadkari, President, Council for Architecture, New Delhi
27.	Ms. Indu Agnihotri, Secretary, National Commission for Minorities, New Delhi
VICE CHANCELLORS OF UNIVERSITIES / HEADS OF INSTITUTIONS OF NATIONAL IMPORTANCE	
28.	Prof. Dinesh Singh, Vice Chancellor, University of Delhi, Delhi
29.	Prof. Souvik Bhattacharyya, Vice Chancellor, Jadavpur University, West Bengal
30.	Prof. W.N. Gade, Vice Chancellor, University of Pune, Pune

31.	Prof. Devang Khakhar, Director, IIT, Bombay, Powari, Mumbai
32.	Prof. Furqan Qamar Vice Chancellor, Central University of Himachal Pradesh, Himachal Pradesh
33.	Prof. A.D.N. Bajpai, Vice Chancellor, HPU University
34.	Prof. R. Govinda, Vice Chancellor, NUEPA, New Delhi
35.	Prof. Dr. Kalyani Mathivanan, Vice Chancellor, Madurai Kamaraj University Madurai Tamil Nadu
NOMINATED MEMBERS	
36.	Shri Rajendra S.Pawar, Chairman, NIIT, Gurgaon
37.	Dr. Mary E John, Senior Fellow, Centre for Women's Development Studies, New Delhi
38.	Dr. Mithu Alur, Founder Chairperson, Spastics Society of India (ADAPT), Mumbai
39.	Smt. Aditi Anil Jain, Chairperson, Pragyavataran Educational Society
40.	Dr. Vinod Raina, Educationist, Bhopal, Madhya Pradesh
41.	Shri Satyavrat Shastri, Sanskrit Scholar, New Delhi
42.	Shri Arun Kapur, Director, Vasant Valley Foundation, New Delhi
43.	Shri Om Prakash Sharma, President, U.P. Madhyamik Shiksha Sansthan, Lucknow
44.	Ms. Rukmini Banerji, Prathama, New Delhi
45.	Prof. Wasim Barelvi, VC, NCPUL, New Delhi
46.	Shri Ajit Balakrishnan, Chairman, BoG, IIM Calcutta
47.	Shri P.A. Inamdar, Educationist, Pune
48.	Shri Anurag Kashyap, Film Director, Mumbai
MEDIA REPRESENTATIVE	
49.	Ms. Kala Iyer, Media Representative Genesis Media, West, New Delhi
MEMBER SECRETARY	
50.	Shri Ashok Thakur, Secretary, Department of Higher Education, Ministry of Human Resource Development, New Delhi.
PERMANENT INVITEES	
51.	Shri Pawan Agarwal, Adviser (HE), Planning Commission
52.	Shri Dipak Singh, Director, Dept of Electronics & Information Technology
53.	Shri Shyam Kapoor, Joint Secretary, Ministry of Social Justice & Empowerment
54.	Shri Sarada Ali Khan, Joint Secretary, Ministry of Women & Child Development
MHRD OFFICIALS	
55.	Ms. Vrinda Sarup, Additional Secretary, D/o SE & L, MHRD, New Delhi
56.	Ms. Amita Sharma, Additional Secretary, D/o HE, MHRD, New Delhi
57.	Dr. Amarjit Singh, Additional Secretary, D/o, SE & L, MHRD, New Delhi
58.	Shri R.P. Sisodia, Joint Secretary, D/o HE, MHRD, New Delhi
59.	Shri Anant Kumar Singh, Joint Secretary, D/o, HE, MHRD, New Delhi.
60.	Shri Jagmohan Singh Raju, Joint Secretary, D/o SE&L, MHRD, New Delhi.
61.	Shri. Amit Khare, Joint Secretary (ICC & P), D/o HE, MHRD, New Delhi
62.	Ms. Radha Chauhan, Joint Secretary, D/o SE & L, MHRD, New Delhi
63.	Ms. Veena Ish, Joint Secretary, D/o HE, MHRD, New Delhi
64.	Dr. Nagesh Singh, Economic Advisor, D/o SE & L, MHRD, New Delhi
65.	Shri R.C. Meena, Economic Advisor, D/o HE, MHRD, New Delhi
66.	Shri Anil Kumar Singhal, PS to HRM, MHRD, New Delhi
67.	Shri A.K. Pandey, Addl. P.S. to MOS (HRD) JP, Office of MOS-HRD (J), New Delhi
68.	Shri Virender Singh, Dy. Secy. MHRD, D/o SE&L, New Delhi
69.	Ms. Shakila T. Shamsu, OSD XIIth Plan, D/o HE, MHRD, New Delhi
70.	Dr. M. Ariz Ahammed, Director SE&L, D/o SE & L, MHRD, New Delhi

71.	Dr. A.K. Nassa, DEA (T), D/o HE, MHRD, New Delhi
72.	Shri Manik Mandal, Deputy Secretary, MHRD, New Delhi
73.	Ms. Meenakshi Jolly, Director, MHRD, New Delhi
74.	Shri Anil Kakria , DS (F) MHRD, New Delhi
75.	Shri Gaya Prasad, Director, MDM, MHRD, NFTW, New Delhi
76.	Shri Arun Kumar, AFA,IFD, DOSE&L, MHRD, New Delhi
77.	Shri P.K. Srivastava, AFA, MHRD, New Delhi
78.	Shri K.N. Reddy, SSA, MHRD, New Delhi
79.	Shri G.L. Singh APO,Secondary Education, MHRD, New Delhi
80.	Shri N.C. Ragtah, MHRD, New Delhi
81.	Shri Vijender Kumar, D/o HE, MHRD, New Delhi
82.	Shri Hemant Verma,Deputy Director, Higher Education, MHRD, New Delhi
	OFFICIALS OF STATES/UTs
83.	Shri V.K. Singh, Secretary Education, Chandigarh
84.	Shri T. Imkonglemba AO, Comm.& Secy.Civil Sectt. Deptt of SE & Sectr Govt of Nagaland, Kohima
85.	Shri Shashi Bhushan Sekhri, Addl. Director of Hr. Education Govt. of H.Q. Shimla
86.	Shri K.S. Pannu, Secy-Cum-Director General School education, Punjab
87.	Shri Ziley Singh, Consultant (Planning), New Delhi
88.	Shri Neeraj Bharti, CPS (Edu.), Himachal Pradesh
89.	Ms. Ravneet Kaur, Principal Secretary Higher Education Punjab
90.	Shri Ajay Misra, Principal Secretary, Higher Education, Govt. of A.P.
91.	Shri Rajeshwar Tiwari, Principal Secretary, School Education, Govt. of A.P. Hyderabad
92.	Shri Diwan Chand, Secretary Education Govt. of Delhi
93.	Dr. Sunita S. Kaushik, Addl. Director of Education, Govt. of Delhi
94.	Shri S.S. Prasad IAS, Principal Secretary Higher Education, Chandigarh
95.	Shri Surani Rajan, Principal Secretary School Education, Haryana Civil Sectt. Chandigarh
96.	Shri K.B. Agarwal, Principal Secy. Higher Education J&K Govt., Civil Secretariat Jammu/ Srinagar
97.	Shri Upkar Singh, DPI(S), Chd-cum- SPD, SSA Chandigarh
98.	Shri T. Natarajan, Commissioner-Technical & Higher Education, Gandhinagar, Gujarat
99.	Shri P.S. Jungpangi, Addl. Secretary Govt. of Utrakhand SPO SSA
100.	Shri Kishan Swaroop, Expert, SPO, SSA, Uttarakhand
101.	Shri I.B. Baroni, P.R.O. Hon- Education Minister UK
102.	Shri Hirdesh Kumar, Secretary School Education J&K
103.	Ms. Sangeeta Singh, Principal Secretary, Primary Education, Gujarat
104.	Shri J.N. Kansotiya, Principal Secretary, Higher Education Deptt. Madhya Pradesh
105.	Shri S.K. Jadhav, Director of Education (Sec. & Higher Sec.), Maharashtra
106.	Shri Mahaveer Mane, Director of Education (Pry.) Pune- Maharashtra
107.	Shri Sunil K. Bedi, Subject Expert, Education Deptt. Addl. Deluxe Building, Chandigarh
108.	Shri K.K. Sharma, Advisor to Administrator UT Chandigarh, UT Sectt. Chandigarh
109.	Shri S.K. Nandi, Jt. Resident Commissioner Tripura
110.	Dr. G.S. Yadav, (for Mr. S.S. Rathore), President I.E.I., Kolkata
111.	Shri D.N. Singh, Secretary Education, Andaman & Nicobar Adm. Port Blair
112.	Shri V.K. Singh, Secretary Education, Chandigarh UT
113.	Shri Dinesh Kumar, Additional Commissioner, KVS
114.	Dr. O.P. Sharma, Additional Dir, R.S.K. Bhopal
115.	Shri Om Prakash, P.A. Education Minister Haryana

116.	Shri D.K. Chaturvedi, OSD (Edu.), Deptt of Education Arunachal Pradesh
117.	Dr. D. Suresh, Director General, Primary Education Deptt. Govt. of Haryana
118.	Shri Karan Singh, D.P. R
119.	Shri Mohammad Ramzan, OSD Hr. Education
120.	Dr. Kishor Kumar, Associate Professor, K.M.G.G. (P.G.) College Badalpur G.B. Nagar U.P
121.	Shri Sanjay Sugh, State of MP. P.S. School Education
122.	Shri Sarjerno K. Jadhu, Director of Education
123.	Shri S. Rajasekaran, Govt. of TN
OFFICIALS OF OTHER ORGANIZATIONS	
124.	Shri R.L. Singh, DDG (T), Shram Shakti Bhavan, Rafi Marg, New Delhi
125.	Smt. R. Jaya, Member Secretary (NCTE), New Delhi
126.	Shri Dilip Chenoy, NSDL
127.	Shri S. S. Jena, Chairman, NIOS, Noida-UP
128.	Shri H.S. Rama Rao, Director, Dept. of State Educational Research and Training, Bangalore
129.	Shri Rajaram S. Sharma, Joint Director CIET, NCERT
130.	Ms. Anita Satia, Director, SCERT Govt. of NCT of Delhi
131.	Shri Amit Singla, Director of School Education, GNCTD
132.	Dr. Pratibha Sharma, Joint Director, SCERT Delhi
133.	Dr. Surender Singh Dahiya, Director, State Institute of Education
134.	Dr. Alok Kumar Srivastava, Associate Professor, M.B.P. government P.G. College,
135.	Shri T.C.S. Naidu, Joint commissioner (Acnd), Navodaya Vidyalaya Samiti, Noida
136.	Dr. R. Krishna Kumar, Secretary General (I/Association of Indian Universities), New Delhi
137.	Shri Paramjit Khurana, Professor, Dept. Plant Molecular Biology University of Delhi South Campus
138.	Shri Deepak Kumar, Principal Private Secretary (LAW) to President Council of Architecture
139.	Shri Sunil Kumar, PA to Minister Education, Delhi
140.	Shri R.N. Mishra, ADG, PIB (HRD)
141.	Ms. Dayawanti Srivastava, Media Officer, Press Information Bureau, Ministry of I&B, Govt. of India, New Delhi
142.	Shri R.S. Solanki, Dtc of Trg & Tech. Education
143.	Shri Ashwani Kumar, Higher Education
144.	Shri Venkatesh K, Dy. Resident Commissioner

NEED and JUSTIFICATION

National Higher Education Qualification Framework (NHEQF)

Recognition and Acceptability of Qualification – Existing Framework

Universities

- Design Academic programmes
- Specify Curricula, syllabi, Pedagogy
- Delineate Scheme of Examination and Evaluation
- Prescribe entry qualification
- Specify Conditions for award of degrees

Regulatory Bodies

- Prescribe Broad Guidelines for nation-wide acceptability of degrees
 - the nomenclature,
 - entry qualification,
 - Programme duration
 - Minimum necessary standards
 - Often the Model Curricula.

Existing Practices

Universities and Employer

- Recognise Qualifications (Degrees/ Diplomas/ Certificates) offered by a recognized University – Indian/Foreign

AIU

- Facilitates equivalence of qualifications from foreign universities

Foreign Universities recognise

- Indian Qualifications according to their policies-often with some riders

Issues

Until 1980:

- Our practices were in sync with global practices
- Worked well and hardly posed difficulties

But Now...

- Rapidly rising demand for recognition
 - of a variety of qualifications – nationally & internationally
- Rapid rise in
 - the number and types of HEIs
 - wide variety of programmes
 - Huge variations in mode of delivery
 - Confusing/ambiguous terminologies
- Consequent complexities in recognition of Qualification

Complexities

Ever-rising number and variety of HEIs- public, private, autonomous, deemed, national importance,

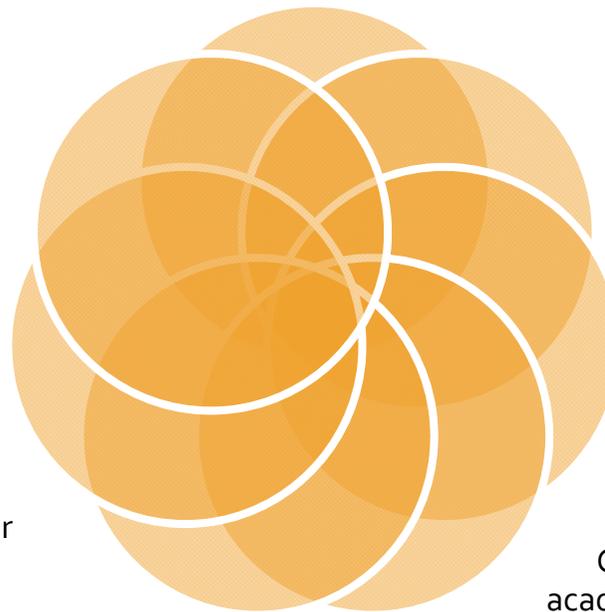
Multi-mode delivery -
Formal, face-to-face,
regular, part-time, distance,
open, correspondence, on-
line

Global Integration of Higher
Education Qualification and
consequent demand for
comparability and transferability

Varying Nomenclatures &
Programme Duration
Many definitions

Ever-increasing mobility of students for
further higher education and jobs -
nationally as well as internationally

Complexities arising on account of
academic/curricular/examination reforms
- Annual, Semester, Trimester, Choice-
based, Credit based, marks-based,
Grading System



Resultantly...



G/I

Huge Number
Wide Variety
Numerous Types
Rising Demand
Inclusivity
Excellence

Changes in
Regulatory
Environment

Governance

Academic
Change/
Reforms/
Innovation

Global Trends



National Higher Education Qualification Framework (NHEQF)

It essentially aims at specifying the:

Definition/ Terminology/ Entry Qualification/
Nomenclature/ Durations/Workload/Learning Outcome



As a result it provides a framework for :

Framework for universities to design and offer Programmes of Studies obviating the need for prior permission.

Recognition of Qualification (in totality as well as component-wise) internationally and thereby facilitating mobility of students.

...NHEQF

It is not to be confused with the National Qualification System or National Curricular Framework.



It is structured, holistic and flexible approach to Measure, recognition and equivalence of qualifications – in full/a part thereof



Thus provides for easy and autonomous recognition of qualification across the board – nationally/internationally.



Thus facilitates hassle-free and seamless mobility of students across disciplines/institutions/occupation.

Advantages

Standardises/Harmonises the Terminology

Establishes a simple framework for recognition of qualification

Ensures transparency and global comparability and acceptable

Permits easy Transferability of qualifications

Promotes Flexibility and Modularity thus facilitates LLL

Validates and integrate various forms/modes of learning

Recognises wider range of achievements

The Proposal

Recognise the exigency for the NHEQF

Constitute a CABE Committee to evolve a suitable NHEQF

Constitute a Sub Committee/ Expert Group involving all the stakeholders

- Regulatory bodies, States, Universities and other degree-awarding institutions .

...Proposal

The Sub-Committee/Experts may comprise representatives of the national level regulatory bodies, States, Universities and other degree-awarding institutions .

The Sub-Committee may study in detail and look into the global practices and come up with a draft working paper on the NHEQF.

The report of the Sub-Committee may provide valuable input to the CABE Committee in formulating its views and making commendations for prescribing the NHEQF.

Thank You