

## Note on School Education

The Prime Minister has repeatedly emphasised that ensuring quality school education to all is one of the most important priorities of the government, and the National Knowledge Commission has also recognised the crucial significance of this as the foundation upon which any further advances must be based. We have held a series of workshops around the country, addressing issues of quantity, quality and access in school education, and tried to involve a very wide range of stakeholders in the consultations. A list of those involved in the various workshops and consultations is provided as an Annexure to this note.

We recognise that the primary responsibility for school education is borne by the state governments, and therefore any policy changes must be with the full participation and involvement of the states. Also, there is wide diversity across states in terms of progress towards achieving universal elementary education, and also diversity within states with respect to the quality of school education. Nevertheless, we believe that positive changes in systems of schooling that will ensure universal access to elementary education, wider access to secondary education as well as better quality and greater relevance of all schooling, will require the active involvement of the central government as well state governments. Such involvement is necessary not only in the matter of providing resources but also in promoting organisational and other changes. We have a number of suggestions and recommendations covering the different aspects of school education, but the essential thrust can be summarised in terms of **more resources, more decentralisation and more flexibility**. In what follows, we discuss what we feel are the most important areas of possible intervention. We are aware that while some proposals are new, other recommendations have found expression in different ways in previous reports and studies. However, we have chosen to reiterate them because they are still crucial and relevant.

We would also like to emphasise that there are very strong synergies between these recommendations for school education and other proposals of NKC with respect to libraries, translation, networks, language in schools and vocational education. These suggestions should therefore be seen in conjunction with the other recommendations that have already been made in these other areas, as part of a systematic set of knowledge initiatives for the young.

### 1. Quantity and resources

#### **1.1 Substantially increased public spending is required for both elementary and secondary education.**

As we have already stated in two previous letters, we strongly endorse the speedy enactment of a central legislation that will ensure the right of all children in the country to good quality school education up to Class VIII. We also believe that this should be extended to cover universal schooling up to Class X as soon as possible. We also believe

that a vibrant, good quality and universally accessible government school system is the basic foundation upon which the schooling system in the country must rest.

Therefore this must be supported with a financial commitment of the central government, in such a way as to ensure that the right to quality school education is provided to all children of the country, regardless of which state they are resident in. This necessarily requires a significant expansion of the resources to be provided to elementary school education. While the government has increased allocations for school expenditure, the amounts are still far below what is required to achieve universal school education of reasonable quality for all. This is even more true because of the need to upgrade the “Education Centres” that are operating in many states to proper schools that meet all the norms in terms of trained teachers, minimum facilities, etc. Therefore we strongly recommend a substantial increase in central government allocation.

We have already expressed our concern (in a previous letter to you) on the recent decision of the central government to reduce the central funding for the Sarva Shiksha Abhiyan from 75 per cent to 50 per cent. We fear this may lead to a sharp curtailment of progress towards universal school education, especially in the more backward states where the gap is greater. It is worth noting that state governments are already incurring the bulk of school education expenditure. We strongly feel that, in addition to 50 per cent of SSA funds, the Centre should provide *all* the additional funding required to ensure the Right to Education in those states where the state government is already spending at least 15 per cent of its total budget on school education.

At the same time, the importance of increased spending on secondary education is greater than ever before. There is a huge shortage of middle and secondary schools, which is one of the important reasons for the low rates of retention after Class V. Currently, secondary education is massively under-funded, which in turn creates not only absolute shortages but also problems of inadequate quality in many government secondary and higher secondary schools. The aim should be to reach universal secondary school education within a maximum of ten years. Given the demographics, this implies that expenditure on secondary schooling must be increased by several multiples within the next two years, indeed by at least five times the current level if the CAGE estimates are used. Currently, many primary schools are being upgraded to secondary school status, without provision of sufficient teachers, rooms and other pedagogical requirements, which severely compromises on the quality of such secondary education. The norms for secondary schools, which include not only provision for specialised subject teachers but also for science labs, counselling etc., must be strictly adhered to when new schools are created and when primary schools are upgraded.

## **1.2 Urban planning and local planning must explicitly incorporate the physical requirements for schooling, including provisions for play grounds and other school facilities.**

It is important to remember that land is an essential requirement of schools, and this requirement is likely to increase in the near future given the expansion required by

demographic changes and the need to ensure universal schooling. In the context of rapid urbanization, it has been found that urban conglomerations often come up without adequate provision for ensuring the physical space required for schools in the vicinity. This is particularly a problem in new settlements with quickly increasing density of population, not only in large cities but also in smaller towns and fast growing villages. This makes it difficult to establish schools where required, and to ensure that schools are able to provide all the necessary facilities including sports fields, etc. It is essential that the urban land use policies and regulations in all states and municipalities explicitly factor in the physical requirements of schools in areas of a certain population density.

Similarly in rural areas, there must be adequate provision for land for setting up schools in areas that surpass a certain population density. In rural areas with low population density, difficult terrain or extreme climatic conditions, the government may consider the setting up of residential schools, which could also address the problem of migrant labourers and nomadic populations.

### **1.3 The norms for central government disbursal to states of Sarva Shiksha Abhiyan (SSA) funds and other central schemes for school education are too rigid and must be made more flexible.**

The current system of funds transfer and the accounting rules create unnecessary rigidities that often do not allow the state governments to use the money in the most efficient or desirable way, and also lead to less than complete utilisation of the budgetary allocation.

Some of these problems include:

- very rigid norms on unit costs and what is allowed in terms of spending, that do not recognise the diverse requirements of different states or particular regions;
- inadequate financial provisions for infrastructure such as buildings etc, especially for some states and cities, which leads to the creation of poor quality infrastructure;
- an inflexible accounting system that does not allow transferring funds across heads to meet particular or changing requirements, and therefore inhibits full utilisation and also prevents synergies from developing;
- insufficient allocation for repair and maintenance of infrastructure;
- treating rural and urban schools in the same manner even though the requirements are often very different (for example, urban government schools may require different infrastructure and facilities in order to attract students);
- treating all districts and geographical areas in the same manner regardless of the degree of backwardness, topographical conditions, etc. (This is especially a problem for schools in hilly or heavily forested areas or those with poor physical connectivity, for which per capita allocations are the same as for other more accessible areas);
- problems in the timing of fund transfer, as well as uncertainties in fund provision created by the insistence on matching funds and the fact that plan ceilings keep changing every year.

NKC strongly recommends a less rigid and more flexible system of funds transfer and accounting that will allow for regional and other differences as well as changing requirements over time, and thereby allow state governments to use the resources in the most effective way. This recommendation is both for the SSA and for the planned SUCCESS programme for secondary education, and also for other centrally sponsored schemes relating to school education.

**1.4 There should be greater flexibility in disbursing funds down to the school level and a greater degree of autonomy of local level management in the use of funds.**

Even within the states, the norms for fund disbursement and the requirements are often very time-consuming and breed delays and unnecessary rigidities. There should be recognition of differences in per capita resource requirement according to particular criteria, such as geographical and spatial characteristics, the presence of children with special needs, seasonality and other features.

In addition, there is a strong case for providing greater autonomy to local level management of schools, including locally elected bodies, school boards, Village Education Committees, etc., in the use and management of funds, subject to some overall criteria. Within the stipulated norms for expenditure, there should be scope for greater flexibility in the use of funds in response to local needs and local innovation.

**1.5 There should be transparent, norm-based and straightforward procedures for the recognition of private schools, as well as for the disbursement of aid from the government to self financing schools and the ability of school management to raise resources from other sources.**

Private schools play a significant role in dispensing school education. It is estimated by NUEPA that around 15 per cent of schools in the country are privately owned and managed, while in some urban areas, private schools cater to a very large proportion of school going children. Their role must be recognised, and those providing quality education should be encouraged, especially when they cater to less privileged children.

However, many private schools have identified the time-consuming procedures for renewal of recognition from the government, which have to be undertaken at relatively frequent intervals, as a source of harassment. It is necessary to simplify the rules and reduce the multiplicity of clearances required for private schools, by developing a modality for co-ordinated point of clearance as far as possible. There is also a case for increasing the time period for which recognition is granted to such schools, especially those with a proven track record. Transparency in dealings between the government and private schools will also be aided if the information on rules and criteria for registration and the results of all school applications for granting of recognition are made public in an accessible form, including by making the relevant information available on websites.

Those charitable schools that provide quality education to children from underprivileged and marginalised sections of society deserve encouragement, and may be considered for

receipt of government resources, according to transparent and norm-based procedures. However, all mechanisms of government aid disbursement to privately run schools should be transparently conducted and according to defined norms.

There is a widespread perception that government rules currently reduce the ability of school managements to raise resources from other sources for the expansion of infrastructure or to provide other facilities. This varies across states, but in general in most states the current system does allow schools to raise funds from donations, resources extended from the panchayat and other sources. However, it is important to ensure that the available flexibility for school management to raise resources should be widely known and publicised. In addition, innovative methods of raising additional resources could be allowed and encouraged. For example, schools, particularly in urban areas, could use assets such as buildings during non-school hours to generate additional funds to improve the quality of facilities.

**1.6 Illiteracy remains a major problem, and therefore literacy programmes cannot be ignored or given less importance. Expenditure on the National Literacy Mission must be expanded rather than reduced, and given a different focus.**

The shift in policy focus from the National Literacy Mission (NLM) to the Sarva Shiksha Abhiyan has led to a declining emphasis on the need to ensure universal functional literacy. However, according to the 2001 Census, a significant proportion of the population - nearly half of all females and one-quarter of males - remains functionally illiterate. According to the NSSO, a significant proportion of households in 2004-05 (more than a quarter in rural India and nearly ten per cent in urban India) have no literate member. The lack of functional literacy is much more marked among women, those residing in backward areas and those from marginalised social groups. Also, a significant proportion of young people - around 30 per cent of the age-cohort of 15-35 years - is functionally illiterate, since they were too old to benefit from the SSA and also slipped through the net of the literacy programmes. This is of great concern because such people will continue to be active citizens for the next half century and therefore must not be denied the capacities and opportunities that come from being literate.

We therefore recommend the following measures for literacy:

- Ensure greater funds for the NLM, including provision for more pedagogical resources including not only ICT but also locally generated teaching material as well as local hiring of temporary staff wherever required.
- Encourage the NLM to shift to creating Continuing Education Centres in both rural and urban areas, to impart functional literacy that is of relevance and interest to those who are currently illiterate or recently literate, as well as provide further learning material and other resources and facilities to the newly literate.
- Orient the post-literacy and continuing education programmes to the emotional, physical and psychological needs of adults rather than children, incorporating issues regarding citizens' rights, human rights, sex education, health and livelihood government programmes, etc.

- Use a variety of methods to ensure functional literacy, which combine more centralised schemes based on ICT and other new technology with continuous work at the local level based on a clear institutional structure. While new technologies such as ICT provide important new methods for imparting literacy in a short time, they necessarily have a limited role. They cannot be seen as stand-alone quick-fix solutions, but must be combined with other methods.
- Move to a sustainable system of literacy generation that does not rely on underpaid “volunteer” labour alone, which therefore involves budgetary provision for better remuneration for literacy workers.
- Create synergies between NLM and the proposed Skill Development Mission, while taking local needs and field requirements into account. For example, in some primarily agrarian economies, undue emphasis on industrial skills in ITIs may be incongruous while horticultural and animal husbandry skills may be more relevant.

### **1.7 Early childhood education is extremely important and must be universalised.**

There are two aspects to ensuring the universalisation of early schooling and pre-school education. The first is the systematic extension of balwadis with trained staff to handle child pedagogy. The second is the provision for one year of pre-schooling in all institutions of elementary education. Both of these have implications for resource allocation and recruitment of the requisite staff.

### **1.8 The collection and speedy dissemination of accurate and current data on schooling must be made a priority. It is necessary to create a complete database on schools and school-age children so as to track the actual coverage and quality of schooling at different levels, and to make it widely available in a timely manner. Such data collection may be made an essential part of the fund allocation for school education, with appropriate institutional mechanisms.**

India has an extensive and regular mechanism of data collection for primary education. However, its methodology and use leave much to be desired. For example, at present there is no reliable method for establishing which children are in schools. Data collection is too extensive, time-intensive and done almost entirely by teachers, rather than by independent and specialised personnel. There is minimal cross tabulation, coordination and cross referencing of data. The results are typically revealed to administrators, schools etc. too late to be relevant - often several years after the survey takes place. It is immensely difficult even for stakeholders, as well as other concerned citizens, to access the data lying with official sources, despite repeated requests.

It is necessary to have a system to provide reliable school education statistics which must be transparently formulated and freely available to all. This requires mechanisms that are incorporated into the funding for all school education, at central and state government levels. These would ensure data collection and access, provide up-to-date information as rapidly as possible, make it more relevant for planning and implementation and more accessible for everyone. The following goals are relevant in this context:

- The process of data collection must be streamlined, made less time consuming and more relevant.
- A comprehensive mapping is required of schools and children of school-going age, so as to have accurate information on which children in which localities are enrolled, and attending which schools, as well as those not enrolled. This would also map out localities where there are high rates of dropout and/or non-enrolment.
- A tracking mechanism for all school children should be set up, to track their individual school going status, and progress in school. This tracking should cover both government schools and private schools. This would ensure universal access for children in all locations, as well as for girls and specific categories. A tracking mechanism will also facilitate checking for drop-outs and related problems, and allow for speedy intervention to address such problems. It should be noted that there are already ongoing initiatives in this regard in some states, which can be replicated and scaled up.
- Data collected for the purposes of planning must provide all the relevant information. This is also important with respect to information on infrastructure provision: for example, the number of rooms should also mention whether these are electrified; where availability of toilets is described, there should also be information on the availability of water in the toilets.
- Safeguards must be instituted against "creative readjustment" of data, which is a common problem given the structure of incentives and the fact that the data are most often provided by the teachers or school management. This requires that data should be collected by independent agencies as far as possible, or necessarily subject to frequent and random cross-checks.
- ICT must be integrated for data collation and management, wherever required. A local area network with digital entry provisions could be set up to make it easier for the teachers and others who provide and use the data.
- The data thus collected must be freely available and easily accessible, provided on dedicated websites in addition to the usual means of publication.
- More specialised micro-level surveys and research should be commissioned. There should also be attempts to bring together other relevant research for easy access by practitioners.

## **2 Quality and management**

**2.1 Currently school education is highly segmented, even in government-run institutions, as a result of the parallel track of "education centres" in some states. These separate systems must be integrated to give all children access to schools of acceptable quality. This will require additional spending.**

In a number of states, funds under various schemes (SSA, EGS and AIE) were used to create "Education Centres" (Shiksha Kendras) rather than proper schools. These typically involve "teachers" who are essentially local women who have just passed Class VIII (or even Class V in some cases) and are paid between Rs. 1000 to Rs. 3000 per month in the different states. They typically receive no training or a 2-week training at best, and may have to teach multi-grade classes often in single rooms. The proportion of children in

such schools varies very widely, but the all-India average amounts to around 16 per cent of total enrolment in primary education, according to the Planning Commission. All such children are described in the official statistics as enrolled in schools, even though going to an Education Centre cannot be treated as school enrolment on par with the proper schools, and such instructors do not meet the required norms for teachers. Currently state governments allow these parallel (and deeply unequal) systems of schooling to continue to be run by different departments – “proper schools” by the Education department, and education centres under the panchayats and therefore by the Panchayat Department.

The need to integrate these two parallel systems must be explicitly recognised. This requires special budgetary allocations for upgradation and quality improvement of the Education Centres through better infrastructure, as well as intensive training of existing teachers and additional employment of adequate numbers of qualified teachers - all of which will have financial implications.

**2.2 At the same time, planning for school education must take into account the ecology of education – the need to adjust school systems to agro-climatic and other local variations.**

This requires flexibility with respect to school timings, vacations, teacher recruitment – but without sacrificing quality. Norms for schools must recognise the possibility of regional and local differences as well as the particular requirements of certain communities, such as nomadic groups, tribal communities, short-term migrant households, etc.

**2.3 School management must be decentralised as far as possible.**

Decentralisation of the management of schools, combined with community participation, is the most effective instrument for ensuring accountability, improving the day-to-day functioning of schools and allowing for flexible responses to local requirements. Therefore, there should be devolution of authority to local levels, whether to panchayats, Village Education Committees or municipalities. School Management Committees that include representatives of all stakeholders, including parents and teachers, should be empowered to make many decisions. Social audits of schools should be supported and encouraged.

**2.4 There is a multiplicity of management structures and government departments in the administration of school education. This creates confusion, unnecessary replication and possibly inconsistent strategies across different schools. There must be greater co-ordination between different departments of government on school education policy, even while ensuring more autonomy to the local community in matters of day to day management of schools.**

Currently schools are run or funded and monitored not only by the central and state governments, but also by different departments within state governments – the Education Department, the Panchayat Department, the Department for Tribal Welfare, the

Department for Minority Welfare, etc. This creates overlapping and conflicting structures of authority, an excess of bureaucratic tangles, unnecessary replication of some activities (and even replication of enrolment in some cases!), different guidelines and differential standards for acceptable quality and other sorts of confusion. For example, in the rural areas of several states, the local Panchayati Raj Institution (PRI) run parallel to the SSA-run Village Education Committee (VEC). The exact remit of each is not clear and the policy intentions of both become diluted in the process.

It is necessary to make systematic efforts to integrate or at least co-ordinate the activities of these separate management structures. The precise roles and responsibilities of each local level and state level department should be clearly specified, but even more than that, there should be some sort of pressure for these different bodies to work together as far as possible and provide a common and equal schooling. Education policy must be part of the integrated framework of decentralised planning.

In the day-to-day management of schools, it is also necessary to work towards segregating teachers from managers in the school administration. At the same time, as noted above in point I.4, the decentralisation of authority is critical in improving and maintaining the quality of education. Therefore, the local level management of schools, including locally elected bodies, school boards, Village Education Committees, must be allowed a significant degree of autonomy in handling matters relating to their schools, including not only the exact allocation of funds, but also other matters relating to school functioning and monitoring of teachers, etc.

## **2.5 There is need for a national body to monitor the quality of both government and private schools, to ensure that minimum standards are met in terms of learning outcomes.**

Currently there is no systematic and continuous feedback on the actual impact and outcome of various educational schemes and initiatives, or the actual quality of education imparted in schools. There is a strong case for a testing body at the national level for quality assessment of schools. A results-based monitoring framework with due process indicators and outcome indicators needs to be evolved. This should be based on a short list of monitorable criteria. These should include fixed infrastructural requirements, enrolment and attendance, as well as outcome indicators such as learning levels achieved in certain basic areas such as language skills and numeracy, etc. Such a process of assessment needs to be applied to all schools – both public and private. However, the testing of students must not involve topics or questions that provide any incentives for rote-learning. The tracking mechanism should ideally be concerned with the profile of skill attainment of each student.

Since school education is largely a state subject, but it is also important to achieve minimum schooling norms at the national level, the institutional framework for this could be at the national level with state subsidiaries. The role of this testing body will simply be to provide information on the results of its assessments, with the state governments free

to act upon this information. The results of such regular tests must be made publicly available in a format accessible to all, including websites.

The monitoring of private schools, in terms of ensuring a transparent admissions process, regulation of fee structures, as well as meeting minimum set standards for quality of teaching and infrastructure, also requires attention. There is currently no exact data on the numbers and enrolment of unrecognised private schools in the country, their fee structure or admissions policy, or their standards of infrastructure and quality. Private schools should become the subject of regulation and inspection within a set framework which is universally applicable.

## **2.6 The system of school inspection needs to be revamped and revitalised in most states, with a greater role for local stake holders.**

The current inspection system is overburdened and inadequate, with a small number of inspectors required to cover a large number of schools, often spread over wide physical areas. The solution does not lie in simply expanding the system – rather, we need to develop systems to ensure meaningful monitoring. We recommend that the strategy for the revitalisation of the school inspection system should include the following:

- Local stakeholders should be involved in the monitoring of schools, whether in the form of Village Education Committees, parent associations, or other such bodies.
- The number of inspectors needs to be increased in many states, and they must be provided the facilities to undertake their activities properly, such as transport, communications devices, etc.
- The inspectors themselves must be accountable to the stakeholders of the area, through appropriate checks and balances.
- The criteria for inspection, the dates on which inspection of particular schools has taken place and the results should be made publicly available, including by posting on websites.
- The monitoring and inspection of schools must be separated from school administration, as the two functions require completely different orientations.
- The criteria for inspection should include not only infrastructure, facilities and teacher presence but also minimum standards for quality.

## **2.7 The dignity of school teaching as a profession must be restored, and at the same time there should be transparent systems for ensuring accountability of school teachers.**

Teachers constitute the basic foundation of the school education system. However, there is a general decline in morale among school teachers, especially those in primary schools, and consequently it is no longer seen as an attractive profession for qualified young people. Two types of public perceptions, also propagated in the media and among officialdom, contribute to the low morale among school teachers: first, that anyone can teach and no particular pedagogical skills or training are required; second, that in any case most teachers do not work much and are frequently absent from school. While the latter may be the case for a relatively small minority of teachers, most school teachers are

committed to their profession even if they have to function under very difficult conditions. However, they are also subject to many other pressures such as political pressure and obligations to perform non-teaching duties, which can prevent them from fulfilling their teaching duties adequately.

It is essential to ensure that qualified teachers are hired and provided with the necessary incentives to enable them to work better. The professional status of teachers should not be diluted, and all drives at recruiting untrained teachers must be checked, although it is important to allow for flexibility in recruitment of teachers for specific subjects such as art, craft and livelihood skills. The use of para-teachers must be treated as a strictly transitional measure until proper schools are established.

The imposition of a wide range of non-teaching duties, such as that of manning poll booths and collecting data for surveys etc., cuts into the available teaching time and also undermines the professional status of teachers. These activities should be shared out among a wider range of public employees or even those hired specifically for the purpose, and the burden of such work on teachers must be reduced. Specifically, unemployed local youth and recently retired people may be considered for such activities as far as possible.

The recruitment of teachers from the locality has many advantages, as they can become accountable to the community, and have added stakes in improving the quality of education in their schools. In cases where local language or dialect is different from the state language, teachers familiar with the local language are likely to make better teachers.

We propose that teachers should be recruited to particular schools as far as possible. At the very minimum, school teachers should be appointed to a particular location for a minimum fixed term of at least five years, since a major problem cited by many teachers in the government school system is that of frequent transfers. (The specific case of attracting teachers to remote and backward areas is considered below under Access.)

There should be increased attempts to improve public recognition of the contribution of school teachers, through various incentives such as more local, state-level and national awards, etc.

It is necessary to monitor the emoluments and working conditions of teachers in private schools, which vary substantially, and prevent exploitation of teachers by private school employers as far as possible.

However, in addition to improving the working conditions of teachers, it is also necessary to institute measures to provide greater accountability of school teachers not only to their superiors, but to students, parents and the local community. Currently, any mention of increasing teacher accountability is viewed with hostility and suspicion by teachers themselves. Such an outlook needs to be changed. There is clearly need for greater accountability of teachers to the community and the school, and this will be facilitated by

greater decentralisation of school management to local stakeholders as has been suggested above. This should be accompanied by recognition of the concerns of teachers and allowing them more space to be active in school management and school activities. The actual administrative arrangements whereby this is done should be left to be decided at the state and local level. Systems of self-evaluation and peer evaluation of teachers should be encouraged.

**2.8 The training of school teachers is extremely inadequate and also poorly managed. Pre-service training needs to be improved and regulated, while systems for in-service training require expansion and major reform in all states.**

Both pre-service and in-service teacher training programs face major problems at present, at the national level and in almost all states. With respect to pre-service training, there is a proliferation of private colleges awarding the B.Ed. degree, and these are inadequately monitored or regulated. A significant proportion of those who receive B.Ed. degrees do so through correspondence or distance learning courses, which involve absolutely no practical exposure. In any case, classroom experience is underplayed in standard B.Ed courses. At the same time, the employment of *ad hoc* teachers and those without even high school diplomas as teachers in the parallel stream perpetuates the notion that it is not necessary for school teachers to have systematic and prolonged pre-service training.

In-service training shows problems of inadequate quantity, uneven quality, outdated syllabi, and poor management. A very large proportion of school teachers in the country have received no in-service training at all. In any case, many DIETs are currently understaffed, demoralised, and incapable of giving good quality training to teachers. In part, this is because teacher training positions are often occupied by those who have not themselves been school teachers. In many states the administration of DIETs is left to bureaucrats who view this as a punishment posting and have no pedagogical experience. Further, DIETs typically lack adequate infrastructural facilities. Even when in-service training is regularly held, there is no mechanism which can monitor the impact of in service teacher training courses on the subsequent teaching-learning process in the classroom. Most SCERTs themselves hire contract teachers since there are very few qualified and regular teachers and lecturers. These therefore find it difficult to supervise functions at the block level unless their numbers are greatly increased. Funds are needed from the central government for human resource development at this level.

We therefore suggest the following for teacher training:

- Institutions providing pre-service teacher training and granting B.Ed degrees should be subject to the same regulatory authority, and there should be adequate monitoring of the training provided by private organisations.
- The budgetary allocation for teacher training needs to be enhanced and made explicit, and central government provisions are required for this.
- There has to be greater flexibility in the modalities of teacher training. Diverse strategies such as greater use of ICT, Visiting Trainers and empowering local trainers who would visit schools should be encouraged.

- State-level teacher training needs to be revamped in most states. The system of DIETs needs to be restructured. In some smaller states, there is a strong case for one state-level institution for teacher training. In other states, the DIETs need to be strengthened and undergo structural changes. The faculty of SCERTs, SIEs and DIETs must be expanded, and include experienced school teachers. The use of contract teachers must be kept to a minimum. In addition, the link between university departments and school teaching needs to be strengthened.
- The administrative hierarchies within DIET and SCERT have to be restructured, so that there is a clear separation of personnel engaged in administrative and academic activities. (This distinction is currently blurred in most states.)
- The teacher training course should not be seen in terms of a finite period of time, but as a process by which the quality of teaching and learning in the classroom can be regularly improved, in a context that fosters an attitude of lifelong learning. Therefore there should be a mechanism for feedback and subsequent interaction between teachers and the training institutes, especially for pedagogical techniques that are new or require more continuous innovation from the teacher.
- Currently in-service training is offered through pre-determined themes which trivialise the role of personal meaning while upholding requirements dictated by educational reform agendas. Greater freedom of choice would help to increase personal initiative and absorption of training inputs. We therefore suggest the provision of short term in-service courses (in both contact and distance mode) that teachers can choose from. These could include courses developed outside the DIET/SCERT structure, subject to a thorough review of quality.
- In addition to being made more flexible, in-service teaching courses need to be incentivised, possibly by making attendance at and completion of such courses pre-requisites to professional advancement.
- There is need for curricular reform in both pre-service and in-service teacher training. The curriculum should be framed in ways that are directly relevant to teachers and the requirements of particular classroom situations, such as multi grade teaching, special needs of first-generation learners, etc. This means that curricula should be framed with greater inputs from teachers themselves, and their practical requirements in the classroom.
- ICT must be incorporated more fully into teacher training programs, which in turn leads to ICT being used more freely in the classroom.
- It is necessary to develop content for and access to open educational resources for teacher training.

## **2.9 It is important to develop and nurture leadership for managing schools.**

Even talented individuals who could be suitable for the tasks of school management need to be trained for this purpose. Such capacity building would create a pool of potential principals or heads. There are several ways in which this can be done. State governments could assign such training to existing institutions such as SCERTs or SIEs, leveraging the expertise available in Navodaya Vidyalayas, Kendriya Vidyalayas, other government schools and private schools. Such training programmes, as well as retraining programmes

for existing principals, could also seek the expertise of specialists in management education. Also, individual mentoring programmes for school leaders could be evolved.

**2.10 The possibility of greater exchange between schools, including mentoring of one school by another should be allowed and encouraged.**

The current system creates many distinctions and prevents interaction between schools. There is need to constitute mechanisms of exchange and interaction between students and teachers of different schools. In addition, schools that wish to do so should be allowed to exercise the option of being ‘mentored’ by another school to improve facilities and teaching methods.

**2.11 Curriculum reform remains an important issue in almost all schools. School education must be made more relevant to the lives of children. There is need to move away from rote-learning to understanding concepts, good comprehension and communication skills and learning how to access knowledge independently.**

Successive Commissions and Committees set up by the government have emphasised the need to make the curriculum more interesting, relevant, creative and useful for students. The National Curriculum Framework 2005 also clearly articulated such an approach. Nevertheless it appears that in a majority of schools across the country, a significant emphasis on rote-learning and memorising facts remains the norm. Also, there is evidence of children being overburdened with too much detail and an excess of scholastic requirements at the elementary level.

It is important to orient students towards independent and continuous learning. This makes it essential to make greater efforts to change the attitude to learning and knowledge. It has been noted in several states that learning results have improved considerably upon providing inputs for communication and comprehension in language and basic mathematical skills using activity-based and imaginative pedagogical strategies. The focus of primary schooling in particular must be on good language and communication skills, basic foundation maths and inculcation of self-learning and critical examination through innovative teaching methods. For language teaching in particular, there should be much greater emphasis on communication skills at a practical level.

It is also important to ensure that the curriculum contains locally relevant content that children can relate to their own lives. For example, in certain parts of the country (such as, but not only, the Northeast) the curriculum at both primary and secondary levels could also include training in disaster management, especially for floods, while in other parts of the country responses to earthquakes may be more relevant. In rural areas, horticulture and pisciculture techniques should be included in the syllabus. Co-curricular reading material should be propagated, such as children’s books with local stories and histories to strengthen the linkages between school and home.

To make secondary school education more relevant, and also address the problem of drop outs, NKC recommends the setting up of Livelihood Centres in secondary schools that

would impart practical employable skills and provide career counselling to students. All school children should be encouraged to be involved in some practical activities that require working with the hands. These activities should *not* be treated as catering to a parallel stream, but should be provided to all students and integrated with the overall syllabus. Once again, links with the Skill Development Mission should be developed wherever possible.

**2.12 Changes in the examination system are required, especially at Board level but also earlier, to ensure that the pressure for rote-learning is reduced.**

The current over-emphasis on details, memorising of facts and similar abilities rather than on understanding and accessing knowledge independently is reflected in the pattern of examinations. Board examinations in which marks are awarded based on the ability to recall lots of details or on rapidity of response or on the ability to do large numbers of sums in a limited period through practice in pattern recognition, are not sufficiently discriminatory and may end up providing misleading results. They also put pressure on schools to ensure that memory and pattern recognition skills are developed at the expense of genuine understanding.

This is also reflected in the pattern of annual examinations which many schools continue to run even at very junior classes such as Class III and Class V. Performance in such examinations then becomes the basis for choosing students who will be eligible for scholarships or gain entrance to Navodaya Vidyalayas and similar schools. Forcing children to undergo a large number of examinations in different subjects, with an emphasis on memory rather than comprehension, must be discouraged at the primary level.

For curriculum reform to be successful, it is necessary to make major changes in the examination system. This applies equally to some of the national school boards (such as CBSE) and the state-level boards. It is also crucial to push for such reform in the annual examinations held by schools, where the testing must be focussed on language and comprehension, numeric and quantitative skills, and ability to use knowledge creatively.

**2.13 New technologies, especially but not only ICT, should be used as much as possible to reduce costs, enable more effective use of resources, and provide wider exposure to students and teachers.**

The use of ICT as a teaching and learning device needs to be more firmly incorporated into the classroom. Both teachers and students need to be far more familiar with ICT, and get practical experience of web based research. Therefore ICT should be made more accessible to teachers, students and administration for learning, training, research, administration, management, monitoring, etc. This requires the provision of more facilities such as computers as well as connectivity and broadband facilities. Computer-aided learning also requires training of teachers and other staff in order to make the best use of the technology.

## **2.14 There is need for a web-based portal for teachers to exchange ideas, information and experiences.**

A forum for teachers needs to be developed where they may interact, share experiences and ideas. This needs to be incorporated into teacher training programmes, and also provided generally for in-service teachers. A web-based teachers' portal can play an important role as such a networking forum.

### **3. Access**

#### **3.1 Special strategies are required to ensure greater access to schools in backward regions, remote locations and difficult terrains.**

There is a tremendous shortage of teachers and also great difficulty in ensuring minimum schooling infrastructure in some areas that have been historically deprived or have difficult topographical conditions. Distance and difficulty of physical access are important reasons for school dropout, especially in such areas. Sometimes it is also the case that such areas are inhabited by particular communities with their own language or dialect that is different from the state language. In order to ensure access to schools for children in such areas, special measures must be taken.

NKC recommends the following measures for such areas:

- Financial norms for schools in such locations must be different from those in more accessible areas, as they will require additional resource allocation based on particular conditions.
- Special incentives, including a financial incentive (such as a “hardship bonus”) need to be provided for teachers to take up jobs in such areas. Two different models may be considered – one based on recruiting local teachers on a permanent basis for a job in a particular school without transfer; and another based on a transfer policy that divides locations into hard/middle/easy categories and allows teachers to rotate among them at specified intervals. Ideally, there should be at least one local teacher and one non-local teacher to ensure some variation, local acceptability and quality.
- Residential arrangements must be made for teachers in such locations, by providing quarters next to or near the school. The cost of building such quarters should be factored into the costs of the school building.
- There are some geographical zones especially in mountainous regions, that are plagued by unique problems due to vast tracts of land, difficult topography, and a sparse and nomadic population. In such areas, well equipped residential schools should be set up instead of insisting on a school in every habitation. These schools must be equipped to look into the needs of very young children living away from their families.

### **3.2 Measures are required to ensure greater enrolment and retention of girl students.**

The high dropout rate of girls especially from Class V onwards is a matter of great concern. One major reason, as noted above, is the sheer lack of secondary schools nearby, as parents are reluctant to send girls to travel long distances to school. However, social conditioning and other constraints also play a role. Some policies to address this include:

- Special incentives for girls in secondary education where these are required (they are not required everywhere), in addition to free textbooks and uniforms, such as bicycles.
- Girls-only schools especially in particular areas.
- An enhanced scholarship scheme especially for girls, with particular emphasis on girls from socially deprived groups.
- The need for separate and functional toilets for girls in all schools, with access to water, is very important, especially but not exclusively in urban areas.

### **3.3 Language issues must be explicitly taken on board in designing school curricula and methods of pedagogy.**

Language has been found to be a highly alienating factor in the education of many school children, particularly amongst minorities, tribal communities with languages without a script, as well as linguistic minorities in most states. Many children resent the imposition of the state language as the medium of instruction, or as second language in school.

More teachers for teaching minority languages must be appointed in government schools to increase intake of children from minority language communities. Qualified teachers from the local community and therefore speaking the same language must be recruited on a larger scale, as a means of encouraging retention amongst those who feel marginalised, as well as a means of bringing greater community control in the school. This would also act as a boost to confidence, and provide role models to students from disadvantaged backgrounds.

### **3.4 The teaching of English should be introduced along with the first language, starting from Class I in school.**

Proficiency in English is widely perceived as an important avenue for employment and upward mobility, which also greatly facilitates the pursuit of higher education. The incorporation of English into the curriculum, through the introduction of English as a language in Class I and the teaching of one other subject in English medium in later classes, requires pedagogical changes to contextualise language learning, increasing the availability of English language teachers and those who can teach at least one subject in English, as well as bilingual and supplementary teaching materials.

At the same time, school education must commit to promoting multilinguality, given the multilingual nature of our country.

### **3.5 There is need to re-orient official strategies for ensuring better access of Muslim children to schooling.**

Areas with Muslim majority population have tended to be overlooked in the implementation of government educational schemes. In addition, with a few exceptions, there has been less private initiative in this regard. As a consequence, Muslims as a community, fewer government schools, girls schools, and higher educational institutions. It is important to rectify this gap and ensure adequate public expenditure to ensure that the physical and social infrastructure for schooling is made available. This means that the government should have a minority component in all its school development schemes and budget outlays, which should be in proportion to the minority population.

The strategy cannot be based solely on more public resources provided to madrassas for their modernisation, as according to the Sachar Committee Report, 96 per cent of Muslim children do not attend madrassas for schooling. Indeed, if the modernization of madrassa education is the only policy for increasing access for Muslim school children for a modernized education, it will only result in their being further isolated.

It is important to ensure that children from all minorities and socially deprived groups are not discriminated against in the process of attending school. This must be an active and concerted campaign, in which syllabi and curriculum are checked to avoid prejudice, teachers are sensitised and instances of discrimination are punished. This also requires grievance redressal mechanisms at the school level and also at higher levels.

### **3.6 The access of children from Scheduled Tribes requires more flexible and sensitive schooling strategies.**

Tribal children face problems of inadequate geographical access, discrimination at school and issues of language, which have been discussed earlier but are especially relevant in these cases. Tribal students have to compete with SC students, often at a disadvantage to the former. All of these must be addressed at the local level as well as at the district and state level.

Every state should have an education policy for tribal and minority education, with a long term vision of eventual integration into the mainstream.

Rather than setting up separate schools for those who have dropped out because they felt discriminated against, teachers should be better sensitised to the needs of students from such communities, as well as the particular needs of first generation learners.

The issue of language is particularly important in areas with tribal population, and care must be taken to find and train teachers who can deal with children in their own language, rather than forcing them to adjust to the regional language.

### **3.7 Education of SC children must be a priority, but with the required flexibility and avoidance of discrimination.**

The points made earlier with respect to discrimination are especially valid also for SC children, and must be addressed in similar ways.

In addition, scholarships should be increased and provided to much larger numbers of Dalit children, along with other provisions such as free textbooks up to Class X and other incentives.

### **3.8 Children of seasonal migrants require special conditions and efforts to ensure continuous access to schooling.**

Seasonal and short-term migration is a major cause for early drop outs and non enrolment. In order to ensure that such children have access to a quality and complete education, their economic insecurity has to be taken into account while formulating educational schemes. Tent schools and mobile schools must be made a part of the urban landscape for migrant children, while rural school also have to be made aware of the need to admit migrant children. This requires a significant change in the way that school admissions and enrolment are carried out, as well as greater sensitivity, flexibility and effort on the part of the school administration, all of which require hard and soft resources. It is necessary to identify good practices in this regard which can serve as a model to be emulated elsewhere.

### **3.9 Labouring children require incentives and bridge courses.**

Some sort of monetary stipend may have to be paid to labouring children to bring them into schools. In addition, synergies must be created with NREGA to look into school education concerns of labouring children. Pre-school systems like balwadis and anganwadis must be strengthened, so that a school going habit can be ingrained, as well as providing a space for small children to be cared for, while their elder siblings may go to school. Alternative Centres for Education must be utilised specifically to provide bridge courses aimed at different age groups and classes for drop outs. However, the use of Alternative Centres for Education must be no more than in a transition capacity. AIE should not become the only option for access to poor school children for a school education.

Study Centres must be provided for first generation learners and seasonal migrants as a space which is more conducive to learning than what may be available at home. These may also be used as community centres, libraries, etc.

### **3.10 The needs of physically disadvantaged children, as well as teachers, have to be factored in more thoroughly in provisions for school education.**

The goal in all schools should be inclusive education, which means that all systems must be oriented to allow the greatest possible access to children with different needs and

abilities. This requires substantial changes in both infrastructure and pedagogical methods. School buildings must have provisions for access and navigation for the visually impaired, the physically handicapped, etc. Teacher must be trained, sensitised and empowered to deal with children with different abilities in the classroom situation.

While this is the ultimate goal, it must also be recognised that current schooling patterns are not always conducive to bringing out the full potential of physically disadvantaged children, and that therefore there is still a case for special schools. There is a perception that government mechanisms may not be best suited to provide sustained and sympathetic support for learners with special needs and severely disabled children (such as the blind). In this context, it may be better to identify appropriate and willing institutions outside the government who may become partners.

**ANNEXURE**

**NKC Consultations on School Education**

**National Workshops**

***National Seminar on School Education at NKC, New Delhi  
29<sup>th</sup> July 2006***

1. Prof. R Govinda  
Head, School and Non-formal Education Unit  
National Institute of Educational Planning and Administration (NIEPA)
2. Dr. Vimla Ramachandran
3. Mr. Vinod Raina  
Hoshangabad Science Teaching Program
4. Parth Shah  
Centre for Civil Society
5. Dr. Madan M. Jha  
Secretary, Deptt. of Human Resource Development
6. Dr. Vasanthi V. Devi  
Kalvi Alliance for Education, Tamil Nadu
7. Dr. V.P. Niranjanaradhya  
Senior Research Officer, Centre for Child and the Law, National Law School of India  
University
8. Ms. Madhu Prasad  
Reader, Deptt. of Philosophy  
Zakir Husain College, Delhi University
9. Ambarish Rai  
People's Campaign for Common School System
10. Dinesh Abrol  
NISTADS, India
11. Subhash Kuntia  
Joint Secretary, Dept of School Education and Literacy, MHRD
12. Champak Chaterjee  
JT Secretary, MHRD
13. Manju Bharatram  
Principal, Shri Ram School
14. Anita Rampal  
Department of Education, Delhi University
15. Vrinda Swaroop  
Joint secretary, MHRD

***National Seminar on School Education at NKC, New Delhi  
20<sup>th</sup> November 2007***

1. Ms. Shikha Pal  
Deepalaya Foundation
2. Ms. Monideepa Ray Choudhary  
Deepalaya Foundation
3. Mr. Mani  
Education Officer, CBSE
4. Sh. Sandeep Pandey  
Co- Founder, ASHA for Education
5. Prof. R Govinda  
NUEPA
6. Ms. Puja Sondhi  
Teach for America
7. Ms. Mamta Saihia  
Bharti Foundation
8. Prof. James Tooley  
President, The Education Fund
9. Smt. Kumud Bansal  
Secretary (retd.), Elementary Education and Literacy, Govt. of India
10. Prof. Shyam Menon  
Delhi University
11. Ms. Annie Koshi  
Principal, St Mary's School
12. Smt. Lata Vaidyanathan  
Principal, Modern School BK
13. Mr. Dhir Jhingran  
Room to Read
14. Prof. Pratap Bhanu Mehta  
Centre for Policy Research
15. Mr. K. B. Kain  
Principal, Delhi Public School Jaipur
16. Dr. Madhav Chavan  
Pratham
17. Prof. Krishna Kumar  
Director, NCERT

## **Regional Workshops**

***Southern Region at National Institute of Advances Studies, Bangalore  
17th-18th July, 2007.***

1. Prof. A.R. Vasavi (Nodal Convener)  
National Institute of Advanced Studies (NIAS)
2. Sh. D.R. Garg, IAS  
Secretary, Sarva Shiksha Abhiyan, Andhra Pradesh
3. Mr. Rao  
Rishi Valley Rural Schools
4. Sh. Vijay Bhaskar  
Secretary, Primary and Secondary Education, Karnataka
5. Prof. P.R. Panchamukhi  
Founder-Director, Centre for Multi-Disciplinary Development Research, Dharwad
6. Ms. Benazir Baig  
Raza Education and Social Welfare Society
7. Mr. Samiullah  
Raza Education and Social Welfare Society and General Secretary, Federation of  
Karnataka Muslims' Association
8. Father Claude D'Souza  
St. Joseph's College of Arts and Science
9. Dr. Padma Sarangapani  
DQEP, NIAS
10. Dr. Sonali Nag  
The Promise Foundation
11. Ms. Mythili Ramachandra  
Rishi Valley Foundation
12. Kamal Peter  
Oracle Education Initiative
13. Sister Cecilia D' Souza  
Maria Krupa, Provincial Head, Mysore
14. Ms. Mamatha M.R.  
Swami Vivekananda Youth Movement (SVYM)
15. Ms. Malathi  
SVYM
16. Mr. M.P. Vijayakumar  
State project Director, Sarva Shiksha Abhiyan
17. Ms. Lakshmi  
Principal, Olcott Memorial High School
18. Mr. Muralidharan  
Founder-President, Sevalaya
19. Dr. Aruna Ratnam  
Project Officer, Education, UNICEF
20. Mr. Balaji Sampath  
Tamil Nadu Science Forum

21. Mr. S.M. Arasu  
Prime Educational and Social Trust
22. Mr. Desigan
23. Mr. K.T. Radhakrishna  
Kerala Sahitya Shastra Parishad
24. Dr. Ajit Kumar  
Director, Centre for Socio-Economic and Environmental Studies (CSES)
25. Dr. K.M. Unnikrishnan  
Senior Lecturer, DIET Kasaragod
26. Mr. C. Madhusudhanan
27. Ms. K. Latha  
NIAS

***Central Region at IIM, Lucknow  
3rd and 4th August, 2007.***

1. Dr. M. M. Jha (Nodal Convener)  
Principal Secretary, Department of Education, Govt. of Bihar
2. Sh. Raghuvansh Kumar  
Director, Bihar School Education Board
3. Sh. Ajit Kumar,  
Deputy Director, Secondary Education, HRD Bihar
4. Dr. P.P. Ghosh  
Director, Asian Development Research Institute (ADRI), Patna
5. Smt Abha Rani,  
Bihar Education Project Council
6. Sh. Mahendra Sahni,  
General Secretary, Teachers Association, Bihar
7. Shri Kedar Nath Pandey,  
General Secretary, Bihar State Secondary Teachers Association
8. Smt. Bilkas Jahan,  
Principal, Govt. Secondary School, Bankipur Patna,
9. Sh. Bisheshwar Yadav,  
Principal, Govt. Secondary School, Gardhanibagh, Patna
10. Sh. Satrugan Pd. Singh,  
Chairman, Bihar State Secondary Teachers Association
11. Sh. Jagdish Pandey (Thakurai),  
Chairman, Uttar Pradesh Secondary Teachers Association
12. Job Zachariah  
Education Specialist, UNICEF, Patna
13. Mr. Bhushan Kumar  
PRATHAM, Nawada, Bihar
14. Sr. Sudha Vargheese  
NariGunjan, Patna
15. Mr. Vinay Kanth  
East and West Foundation

16. Mr. Sanjib Kundu  
PRATHAM
17. J. B. Tubid  
Secretary, HRD, Jharkhand
18. Sh. Rabindra Singh  
General Secretary, Jharkhand Secondary Teachers Association, Ranchi
19. Smt. Poonam Kumari,  
Principal, DIET, Ratu, Ranchi
20. Sh. S.S. Pradhan  
Asst. Programme Officer, Jharkhand Education Project, Ranchi
21. Sh. S.B. Kundu,  
Teacher, Middle School, Ghaghra Khunti, Ranchi
22. Sh. Kritwas Kumar  
Teacher, E.L.T.I. Ratu DIET Campus, Ranchi
23. Mr. H. K. Jaiswal  
PRATHAM, Jharkhand
24. Dr. Yoginder Sikand  
Professor, Jamia Milia Islamia University
25. Mr. Manoj Kumar  
Principal Secretary Primary Education, Jharkhand
26. Ms Shruti Nag  
PRATHAM
27. Sh. Abhimanyu Tewari, President, Uttar Pradesh Prathmik Shikshak Sangh
28. Dr. Veena Gupta  
Moradabad, UP
29. Mr. Vinobha  
UNICEF, Project Director
30. Ms. Mira Kumari  
PRATHAM
31. Mr. Smitin Brid  
PRATHAM
32. Mr. Amit Bajpai  
PRATHAM
33. Dr. Mishra  
Directorate of Education, MP
34. Dr. Manohar  
Commissioner, Rajeev Gandhi Shiksha Mission, M.P,
35. Dr. Vinod Raina  
Eklavya Foundation
36. Sh. S. S. Pachpor  
Director, MP Open School
37. Smt. Uma Sri  
UNICEF
38. Mr KL Shejwar  
Block Resource Coordinator, Gohad Block

39. Mr. Sajaan Singh Shekhawat  
PRATHAM
40. Mr. Shutanshu Shukla  
Rajya Shiksha Kendra, Madhya Pradesh

***Eastern Region at Indian Council of Social Science Research, Kolkata  
25<sup>th</sup> and 26<sup>th</sup> August 2007.***

1. Ms. Nandita Chatterjee, IAS  
Principal Secretary, School Education, West Bengal
2. Mr. Dibyen Mukherjee  
Director, School Education, West Bengal
3. Mr. Manik Chandra Dolui  
Joint Director, Department of School Education, School Education, West Bengal
4. Dr. Rathindranath De.  
Director, SCERT, West Bengal
5. Mr. Tushyant Nariala  
State Project Director, Sarva Shiksha Abhiyan, District Primary Education Program,  
West Bengal
6. Ms. Sampa Basu  
Department of Development and Planning, West Bengal
7. Mr. Tapas Kumar Layek  
West Bengal Board of Madrassa Education
8. Mr. M. Fazlur Raldai  
Secretary, Board of Madrassa Education, West Bengal
9. Mr. Udayan Bhowmik  
District Inspector, Department of Secondary Education, Howrah
10. Dr. R.C Chattopadhyaya  
Professor, IIM Kolkata
11. Ms. Preeti Mondol  
School Teacher (Retd.), Barasat District, North 24 Pargana
12. Ms. Bhupali Ray  
Headmistress, Suniti Academy, Cooch Behar
13. Mr. Gopa Dutta  
President, West Bengal Council of Higher Secondary Education.
14. Mr. Ujjwal Basu  
President, West Bengal Board of Secondary Education.
15. Mr. Kumar Rana  
Senior Research Associate, Pratichi Research Trust, Kolkata
16. Dr. Manabi Majumdar  
Professor, Centre for Studies in Social Sciences, Kolkata
17. Dr. Achin Chakravarty  
Professor, Institute of Development Studies, Kolkata.
18. Dr. Malini Bhattacharya  
Professor, Institute of Development Studies, Kolkata

19. Ms. Sandhya Das  
Principal, DIET Joynagar, 24 Parganas (South), West Bengal
20. Mr. Somnath Roy  
Principal, DIET Baraguli, Nadia District, West Bengal
21. Mr. Shiv Prasad Mukhopadhyay  
General Secretary, All Bengal Teacher's Association
22. Mr. Ranju Gopal Mukherjee  
Vice Chancellor, (Retd.) North Bengal University
23. Mr. Bhabesh Moitra  
Principal, Teacher's Education College, Kolkata
24. Mr. J.B Dutta  
Consultant, Shishu Shiksha Kendra, Kolkata
25. Mr. Pranab Chanda  
Principal, College for Teacher Education, Siliguri
26. Mr. Pranab.K Chaudhary  
David Hare Training College, Kolkata
27. Mr. Debashis Maiti  
Secretary, West Bengal Council of Rabindra Open Schooling, Kolkata
28. Mr. Dev Kumar Chakrabarty  
Shishu Shiksha Mission, Sidhu-Kanu Bhawan, Kolkata
29. Mr. Sujit Sinha  
Swanirbhar, NGO, West Bengal
30. Dr. Arijit Chaudhry  
Honourary Visiting Professor, Indian Statistical Institute
31. Mr. Baidynath Mukherjee  
President, All Bengal Teachers' Association
32. Dr. S. Bhattacharya  
President, West Bengal Board of Primary Education
33. Dr. P. Bhattacharya  
Professor, Center for Studies in Social Sciences, Kolkata
34. Dr. Sudipta Bhattacharyya  
Reader, Department of Economics and Politics, Visva Bharati University
35. Dr. Parthapritam Pal  
Professor, IIM Calcutta
36. Dr. Niladri Saha  
Senior Lecturer, Barisat College, 24 Parganas, West Bengal
37. Dr. Samir Guha Roy  
(Ex) Professor, Indian Statistical Institute
38. Mr. Suresh Patnaik  
Secretary, School Education, Orissa
39. Mr. D.C Mishra  
Director, Secondary Education, Orissa
40. Mr. Sebak Tripathy  
Director, State Institute of Education and Training and SCERT, Orissa.

41. Dr. P.K Acharya  
Reader, Department of Social Anthropology, NKC Centre for Development Studies,  
Bhubhaneswar
42. Mr. D.K Singh  
State Project Director, Sarva Shiksha Abhiyan, Orissa
43. Dr. M. K. Pathy  
Principal, P. M. Institute of Advanced Studies in Education, Sambalpur, Orissa
44. Dr. U.C Khadanga  
Dr. P.M Institute of Advanced Studies in Education, Sambalpur, Orissa
45. Mr. Anil Pradhan,  
Member-Secretary, Sikshasandhan, Bhubhaneswar
46. Dr. Uddhab C Nayak  
Aragamee, District Rayagada, Bhubhaneswar
47. Mr. Akhileswar Mishra  
Headmaster, D.M. School, Bhubhaneswar
48. Dr. Madan Mohan Jha  
Principal Secretary, Education, Govt. of Bihar
49. Dr. A.R Vasavi  
Professor, National Institute of Advanced Studies
50. Mr. A. K. Behara  
Joint Director, OPEPA
51. Dr. G. C. Nanda  
Additional Directory (Pedagogy), Orissa Primary Education Programme Authority  
(OPEPA)
52. Dr. M. K. Mishra  
State Tribal Coordinator, OPEPA
53. Mr. G. C. Mishra  
DI of schools, Jeypore, Koratput, Orissa
54. Mr. B. K Ghosh  
DI of schools, Birapada, Mayurbhanj, Orissa
55. Dr. Adikanda Mahanta  
SI of schools, Chitrada, Baripada, Orissa
56. Dr. Minakshi Panda  
Teacher Educator, DIET, Khurda, Orissa
57. Dr. Susandhya Mag  
Teacher Educator, DIET, Dhenkanal, Orissa
58. Dr. P. P. Mahato  
Chairman, Anthropology Research Committee, Bhubhaneswar

***North-East Region at Indian Institute of Technology, Guwahati  
10<sup>th</sup> and 11<sup>th</sup> September 2007.***

1. Prof. J.B. Baruah  
Nodal Convener, Dept. of Chemistry, IIT Guwahati
2. Mr. Prateek Hajela  
Mission Director, Sarva Shiksha Abhiyan (SSA), Assam

3. Mr. Abdul Wahab  
Lecturer, District Institute of Educational Training (DIET), Kamrup
4. Mr. Ashok Mutum PRATHAM, Assam
5. Smt. Juriti Borgohain  
Banikanta College of Teacher Education, Assam
6. Mr. Ramen Sharma  
G.U Model H.E. School, Assam
7. Mr. Ajit K. Choudhury SSA, Assam
8. Mr. Kandarpa Kalita  
SSA, Assam
9. Ms. R. Laskar  
SSA, Assam
10. Ms. Shahnaz Deka  
GBN Academy
11. Fr. V.M. Thomas  
Don Bosco Institute (DBI), Guwahati
12. Sr. Elizabeth George  
DBI, Guwahati
13. Dr. A. Basu  
HSS, Guwahati
14. Mr. C. Sonowal  
Teacher, Kendriya Vidyalaya, Khanapara
15. Prof. N. Bhagwati
16. Ms. L. Sangma  
Secretary, Education, Meghalaya
17. Sh. P.K Hajong  
Inspector of Schools, South Garo and West Garo Hills, Meghalaya
18. Ms. A Kynjing  
Senior lecturer, DERT, Shillong
19. Mr. K.J. Lohe  
Joint Director, School Education, Nagaland
20. Mr. K.Z. Mero  
Chairperson, Village Education Committee, Chizami
21. Dr. Benjongkumba  
Lecturer, Zunheboto Govt. College
22. Ms. Seno Tsuhah  
Govt, Primary School and North East Network Coordinator
23. Mr. J.H. Biakmawia  
Principal, KM H/SS, Mizoram
24. Ms. H. Zirkungi  
SCERT, Mizoram
25. Mr. Lalhmachhunana  
Young Mizo Association
26. Mr. H. Lalsawmliana  
Young Mizo Association

27. Prof. Lianzela  
Mizoram University
28. Mr. C. Laremruata  
Mizoram Educational Foundation
29. Mr. R.K. Sukumar  
State project Director, SSA, Manipur
30. Mr. M. Harekrishna  
Director, Education (Schools), Manipur
31. Mr. V. Tonsing  
High School Principal, Manipur
32. Ms. Grace Jajo  
Fraternal Green Cross Volunteers for Village Development (FGCVVD), Manipur
33. Mr. N. Dhiren Singh  
Principal, Jawahar Navodaya Vidyalaya, Imphal
34. Mr. P.D. Rai  
Educational Development Trust of Sikkim
35. Fr, George A. D'Souza  
Principal, Namchi Public School, Sikkim
36. Mr. K.N. Subudhi  
Deputy Director, VE (Coord.), Human Resource Development Department (HRDD),  
Sikkim
37. Mr. B. Bagdas  
Joint Director, PME, HRDD, Sikkim
38. Ms. Anamika Debarma  
Headmistress, Higher Secondary, Jirania, Tripura
39. Mr. N. Sinha  
Lecturer, SCERT, Tripura
40. Mr. L.C. Das  
Headmaster, Higher Secondary, Udaypur, Tripura
41. Ms. A. Deb Burman  
Tripura Adibashi Mahila Samiti
42. Mr. M. Rina  
Deputy Director, School Education, Arunachal Pradesh
43. Mr. B. P. Sinha  
Principal, DIET, Roing, Arunachal Pradesh
44. Ms. Labi Lombi  
Arunachal Citizens' Rights (ACR)
45. Mr. Ashok Tajo  
Deputy Director, SSA, Arunachal Pradesh
46. Mr. Binoy Boruah  
Teacher, Govt. School University Campus, Rono Hills, Arunachal Pradesh
47. Mr. G. Tachang  
Block Resource Centre Coordinator, Mengio, Arunachal Pradesh

***Northern Region at India Habitat Centre, Delhi,  
20<sup>th</sup> November 2007***

1. Mr. Mohammad Rafi  
Director of Education, Srinagar
2. Prof Neeraj Sharma  
Pratham, Jammu Education Movement
3. Dr. Renu Nanda  
Assistant Director, Centre for Adult and Continuing Education, Jammu University
4. Prof. Bashir Ahmed Dar  
Srinagar
5. Mr. Ramzan  
Teacher and Teacher Trainer, Jammu
6. Prof Jagdish Sharma  
Jammu
7. Prof G.N. Masoodi  
Srinagar
8. Dr. M.K. Bhandary  
Deputy Commissioner, Leh
9. Sh. Krishna Kumar, IAS  
State Project Director, SSA, Punjab
10. Dr. Malviner Ahuja  
Reader, Punjab University
11. Mr. Kulwarn Singh  
DIET Ajjowal, Punjab
12. Sh. Ramesh Dutt  
Lecturer in English, Govt. Girls Senior Secondary School, Khanna
13. Sh. Devinderpal Singh Dhillon  
DEO, Amritsar
14. Ms. Kalpna Rashmi  
SSA, Haryana
15. Mr. Vivek Sharma  
Pratham
16. Dr. Dinesh Sharma  
Block Education Officer, Haryana
17. Smt. Kalpna Singh  
Principal, Govt. Senior Secondary, Haryana
18. Sh. Rajpal  
Headmaster, Govt. High School, Haryana
19. Sh. Suraj Prakash  
Teacher, primary School, Haryana
20. Sh. Satya Dev Prakash  
DIET Palwal, Haryana
21. Dr. Yogesh Vasistha  
SCERT, Gurgaon, Haryana

22. Sh. Rajedev Singh  
DIET Mattarsham, Hissar, Haryana
23. Sh Harshvardhan Joshi  
DIET Solan, Himachal Pradesh
24. Sh. Ramesh Verma  
SCERT, Solan
25. Sh. Pardeep Thakur  
Himachal Gyan Vigyan Samiti (HGVS)
26. Dr. O.P. Bhuraita  
HGVS
27. Sh. Joginder Singh Rao  
Principal, Govt. Senior Secondary, Bilaspur, Himachal Pradesh
28. Sh. R. K. Duggal  
District Project Director
29. Sh. Paramjeet Singh  
Deputy Director, Higher Education, Higher Education
30. Sh. Surjeet Singh Rao  
Principal, Govt. Senior Secondary, Moorang, Himachal Pradesh
31. Sh. Sanjeev Atri  
Principal, Govt. Senior Secondary, Kaffota, Himachal Pradesh
32. Dr. Harendra S. Adhikari  
SCERT Uttarakhand
33. Sh. V. Rama Rao  
Education Advisor, Dehradun
34. Sh. B.S. Negi  
Principal, Govt. Intercollege, Miyanwala, Dehradun
35. Dr. Anita Chauhan  
DIET, Baghpat, Uttar Pradesh
36. Sh. Rajesh Kumar  
Lokmitra, Uttar Pradesh
37. Sh. Ajay Kumar Singh  
Mandaliya Sahayak Shiksha Nideshak
38. Sh. Kader Ahmed  
Coordinator, Nayi Panchayat Resource Coordinator, Rae Bareli
39. Sh. Jeetendra Kumar  
N.I.O.S., Noida
40. Mr. Kamlesh Bhartiya  
GGIE Meerut
41. Mr. O.P. Arya  
GGIE, Meerut
42. Mr. Sanjay Yadav  
Deputy Director, School Education, Meerut
43. Sh. S.K. Sethia  
State Project Director, SSA and DPI Schools, Chandigarh (U.T.)
44. Dr. S. Dahiya  
Director, SIE, Chandigarh (U.T.)

45. Ms. Harsh Batra  
Principal, Govt. college of Education, Chandigarh
46. Ms. Jasvir Chahal  
Senior Lecturer, Govt. College of Education, Chandigarh
47. Mr. Shailendra Sharma  
Pratham, Delhi
48. Mr. Anil Kumar  
S.I. , In Service Teacher Training, Delhi
49. Ms. Neelam Katara  
Education Officer, Kendriya Vidyalaya Sangathan (Delhi region)
50. Mr. N. S. Mehra  
ADE (School)
51. Mr. S.D. Sharma  
Principal, Govt. Boys Senior Secondary School, Shakti Nagar, Delhi
52. Mr. Dinesh Kumar  
Govt. Boys Senior Secondary School, Gokulpuri

***Western Region, Indian Institute of Education, Pune  
23<sup>rd</sup> November***

1. Mr. Begde  
Director, SCERT, Maharashtra
2. Dr. Gajanand Patil  
Principal, DIET Yavatmal
3. Smt. Mruguja Prakash Kulkarni  
Asst. Teacher, Modern High School, Pune
4. Mr. Rangnath Jayram Thorat  
Sri Bhairavnath High School, Sinnar, Nasik
5. Sh. S.G. Patil  
Sriram Vidyalaya, Panchvati, Nasik
6. Ms. Asha Sundararajan  
MOEMS India, Mumbai
7. Prof Ram Takwale  
Ex Vice-Chancellor IGNOU, YCMOU and Pune University
8. Mr. Ramesh Panse  
Maharashtra Knowledge Corporation Limited (MKCL), Grammangal
9. Ms. Aditi Natu  
MKCL
10. Mr. Alok Sharma  
Assistant Professor, SIEMAT, Raipur
11. Mr. Yogesh Shivhare  
District Project Coordinator, Rajiv Gandhi Shiksha Mission, Durg, Chhattisgarh
12. Mr. Hemant Upadhyaya  
Deputy Director, DPI, Raipur
13. Mr. O.P. Birthare  
Principal, Basic Training Institute, Bilaspur, Chhattisgarh

14. Mr. Yogesh Agarwal  
President, Mitra Jan Kalankari Samiti, Rajnanadgaon, Chhattisgarh
15. Mr. Lakshmi Nath Pathak  
Principal, Shishu Mandir Higher Senior Secondary, Naila, Chhattisgarh
16. Ms. Deepa Dass  
SIEMAT, Raipur
17. Mr. S.K. Verma  
Assistant Professor, SCERT, Raipur
18. Mr. V.P. Chandra  
Lecturer, DIET, Nagri, Chhattisgarh
19. Ms. Gayatri Vijay  
Deputy Director, School Education, Kota
20. Ms. Snehlata Chaddha  
Principal, Srinathpuram, Kota
21. Mr. Shailendra Rajawat  
Academic Officer, Secondary Education, Ajmer
22. Mr. Radheyshyam  
Principal, Jaipur Primary School
23. Mr. Anil Gupta  
Sandhan, Jaipur
24. Mr. Arvind Ojha  
Urmul Trust, Bikaner
25. Mr. Dushyant Agarwal  
Project Officer, SIERT, Udaipur
26. Ms. Riddhi Shah  
Seva Mandir, Udaipur
27. Ms. Megha Jain  
Seva Mandir, Udaipur
28. Ms. Meena Bhatt  
State Project Director, SSA, Gujarat
29. Mr. H.N. Chavda  
Gujarat Secondary and Higher Secondary Board
30. Mr. H.N. Hingu  
Joint CEO, SCOPE, Gujarat
31. Mr. Rajabhai Pathak  
Principal, Swastik Secondary School, Gujarat
32. Mr. Architt Bhatt  
Principal, Tripada International School
33. Dr. V.B. Bhensdadia  
Deputy Director, Commissioner of Schools, Gujarat
34. Mr. Ketan Thaker  
CRCC, Rampura, Distt. Ahmedabad, Gujarat
35. Dr. B.P. Choudhury  
DIET, Patan, Gujarat
36. Ms. Roda Billimoria  
Sir Shapurji Billimoria Foundation