The 63rd meeting of Central Advisory Board of Education (CABE) was held on 19th August, 2015 under the Chairpersonship of Smt. Smriti Zubin Irani, Hon’ble HRM at New Delhi. The Meeting was attended by Smt. Maneka Sanjay Gandhi, Minister of Women & Child Development, Shri J.P. Nadda, Union Minister for Health & Family Welfare, Shri R.S. Katheria, Minister of State for HRD, Education Ministers of 19 States, representatives of 29 States and Union Territories, Members of CABE, Heads of autonomous organizations, Vice Chancellors of Universities, Senior Academics. Shri V.S. Oberoi, Secretary, Department of Higher Education cum Member Secretary, CABE, Dr. Subash C. Khuntia, Secretary, Department of School Education & Literacy, Chairmen, UGC & AICTE along with other senior officials of Central and State Governments were also present in the meeting.

The list of participants is at Annexure – I. The Summary Record of Discussion has already been circulated vide OM No. 2-8/2015-PN-1 dated 21st September, 2015 (Annexure – II).

2. Shri V.S. Oberoi, Secretary (HE), MHRD welcomed the participants to the meeting. He stated that it was the first meeting of the re-constituted CABE and the discussions to be held would be fruitful, productive and inspire the kind of change which is being envisaged in the education environment sector. He then recapitulated the discussions of the 62nd CABE meeting and informed about the action taken on the major recommendations. He informed CABE members that some of the CABE sub-committees which were formed in earlier meetings had submitted their reports and could form a basis for some deliberations. Besides, discussions on the progress of consultations of the New Education Policy and other issues related to access and quality in education would be held. He then invited Hon’ble HRM to deliver her preliminary remarks.

3. Hon’ble HRM Smt. Smriti Zubin Irani welcomed all the participants to the meeting. She informed that it was for the first time that Central and State Governments had set a
landmark by providing basic facilities of separate toilets in all government schools. She thanked all the State Governments and institutes for their efforts in achieving 100% access to separate toilets for girls and boys in each school. She highlighted that focus of the discussions would be on New Education Policy. She thanked the State Governments who had initiated the process of consultations in their respective States and apprised Central Government of their concerns. She then requested those State Governments who had not yet initiated the process, or initiated but not informed Central Government so far, to make available requisite information in respect of New Education Policy.

4. Hon'ble HRM mentioned about introduction of NCC or NSS in school/higher education curriculum and stated that contribution and experiences in this regard would be shared in the meeting. She informed that Kala Utsav would be organized at national level in the month of December to encourage students to present the culture of their state, through competitions. She informed that State Governments have already been requested to hold such competitions at state level first and form a team to represent at national level.

5. She further informed the members that Rashtriya Avishkar Abhiyan has been launched to inculcate interest of students in Maths and Science. This Abhiyan was initiated by Dr. A.P.J. Abdul Kalam, Former President of India. Hon'ble HRM expressed her condolences on death of Dr. Kalam and stated that it is now our responsibility to make it a success. She then requested all the State Governments to submit suggestions so that students, both in school and out of school, could be encouraged to learn Maths and Science under this Abhiyan.

6. Hon'ble HRM mentioned that there is a great challenge ahead to provide affordable higher education and a step in this direction is would be the launch of SWAYAM, very soon. Under this platform, all Central Universities, IITs, IIMs and NITs are encouraged to present their certificate/diploma courses and, to some extent, degree courses also on it. This would be provided free of cost to Indian citizens and cost of certification etc. would also be a nominal amount. This will be a revolutionary step in Indian education system. She
requested all the representatives of State Governments to inform Central Government about State educational institutions, interested in providing online courses on this platform.

7. Hon'ble HRM informed that Hon'ble Prime Minister had launched, in December, 2014, a new Scheme Pandit Madan Mohan Malaviya National Mission on Teachers & Teaching, at a total outlay of Rs.900/- crore, during XII Five Year Plan, to encourage teachers, provide in-service training and keep them updated with new technology and teaching skills. She requested that if States have any suggestion/information and teachers who want to join this Mission, that may be provided to MHRD for consideration. She then mentioned that Hon'ble Prime Minister had expressed a desire that Academicians of international level, may be invited to teach in our educational institutions. In this context, about 500 foreign academicians are being invited under GIAN to teach at government institutions. State Institutions, recognized by UGC/AICTE and accredited “A”, may also be included in this initiative and information in this regard will be given to State Governments soon. She once again welcomed and thanked all CABE Members and appreciated their efforts in contributing to the efforts of the Ministry of HRD. She then requested Smt. Maneka Gandhi, Hon'ble Minister of Women & Child Development to address the meeting.

8. Smt. Maneka Gandhi, Minister of Women & Child Development thanked Hon'ble HRM for agreeing to the concept of Gender Champions in higher education. She urged CABE Members to introduce this concept in school education also. She briefed that a Gender Champion is a boy or a girl from each class who has done some work in order to promote safety education and upliftment of women. At the time of leaving their school or college, they are given a certificate. It is an encouragement also for doing the same work during their jobs or for other activities. She desired that sports curriculum may include self defence for girls. She then mentioned about a programme ‘SABLA’ under the M/o WCD, which is meant for children, especially girls, who have never been to school. She expressed her concern about those girls who drop out of the school at the age of 12 or 13. She requested CABE members to come up with a solution in this regard. She gave an idea of Summer Schools in higher education, in which children could be provided learning in their areas of interest, for a period of two months with the assistance of temporary teachers on
the subject. She then raised an issue of smuggling of wildlife items, including lab/animal specimens, by schools and invited attention towards a circular, issued by CBSE two years ago, directing every school to surrender its specimens to the Chief Wildlife Warden's Office. She mentioned that a number of schools had been raided so far and many of them were found having hundreds of specimens. She, therefore, requested all State Governments to comply with the directions issued by CBSE in order to save huge amount of wildlife across India.

9. Hon'ble HRM sought the support of the CABE Members to constitute a Subcommittee to suggest a roadmap to bring out of school children back to education system. This was supported by all Members. She thanked all and invited Shri J.P. Nadda, Union Minister for Health & Family Welfare to share his views.

10. Shri J.P. Nadda, Union Minister for Health & Family Welfare said that CABE Members would be able to provide a number of constructive suggestions in order to give a new direction to education sector. He felt that change in the education policy should not only be a cosmetic change. He appreciated that discussion on the consultation process for new education policy has been initiated in some of the States. He was of the view that inputs may be taken from internal experiences and not of other countries, while making a change in education system, as conditions of development in India are unique and not comparable with other countries. He mentioned that education and health are inter-related and requested that health topic may also be included in the discussions on new education policy. Ministry of Health has prepared a health syllabus which may be included in course curriculum and it would be better to introduce it at an early age. Life-style diseases can be avoided if an effort is made in this direction in school education system. He mentioned that literature on this would be sent to all States through Hon'ble HRM. He appreciated the efforts made by Hon'ble Prime Minister in getting yoga internationally accepted and felt the need to take it forward further. He was of the view that one day, called "Health Day" may be dedicated for health education. He invited suggestions of the State Governments in this regard. He also suggested for an interaction on the best practices by the States which others could replicate in their own way.
11. Inviting attention to the suggestion made by Union Health Minister regarding sharing of best practices by States, Hon'ble HRM informed that International Conference on Education is being organised in November, 2015 in Gujarat. She requested all the States to present educational capability or status in the Conference and assured to extend all support if the State needs to sign MOU with a specific country or an international institute for improvement in education system.

Smt. Maneka Gandhi, Union Health Minister expressed her concern about absenteeism of girl students because of monthly periods and mentioned that condition has been improved in Chandigarh after the supply of sanitary napkins to them. She also mentioned that sanitary towel burner has been invented by Shri Mahesh Patel of Gujarat which is cheap and environmentally safe. She desired to consider providing sanitary napkins and burner to girl students in order to increase their participation. Hon'ble HRM invited CABE Members to give their views on the suggestions given by Hon'ble WCD Minister and Hon'ble Health Minister regarding Gender Champions and a dedicated Health Day.

12. It was informed that supply of sanitary napkins to girls has already been started in Rajasthan and Assam. In case of Bihar, Shri P.K. Shahi, Education Minister, Bihar informed that they have transferred an amount of Rs.150/- to girls as to make available sanitary towels in every nook & corner of the State was difficult even after taking the help of self-groups. Smt. Dimple Verma, Principal Secretary, Basic Education, UP informed that sanitary napkins are being supplied in Kasturba Gandhi Balika Vidyalayas. Referring to the suggestion given by Union Health Minister, he mentioned that a book "hum aur humara Swasthya" has been introduced in classes from 8th to 12th with compulsory examination and evaluation on the subject. He suggested that if this programme could be converged with NRHM then it would be easy to expand the programme.

13. Smt. Swaroop Sampat suggested that life skills do not only enhances mental health but learning also at every level and thus, need for special programmes for gender
problems, health awareness could be avoided with the introduction of a comprehensive life skill programme. Shri Vinayak Lohani suggested that educational curriculum may contain details of Childline, a 24 hour helpline which is a flagship campaign of Ministry of WCD for child protection and has already been spread to 330 districts.

14. Shri Mantri Prasad Naithani, Education Minister, Uttarakhand mentioned that due to natural calamities, it is difficult to educate through computers. This problem is also existing in all states having high terrains. He, therefore, requested that a documentary may be prepared on health education which could have much impact on children. He also raised the issue of funds for supplying sanitary napkins to girls. Union Health Minister stated that pictorial literature on health is under preparation which would be sent to all schools through MHRD and assured to prepare a documentary also which could be in the form of a CD for distribution in schools.

15. Smt. Maneka Gandhi, Union Minister for Women & Child Development, desired that a documentary 'Korma' on sexual abuse, prepared by M/o WCD, may also be sent to all schools with the mandate to screen it.

16. Smt. Ranjeev R. Acharya, Principal Secretary (Education), Telangana shared his experience on gender sensitivity. He said that with the assistance of a Committee consisting of academicians, persons having experience of working in women organisations, a curriculum on women issues, human rights, child rights etc. for induction in mainstream education at under-graduate level has been formulated. It is expected that this would be more effective – being part of mainstream rather than an extra-curricular activity.

17. Hon'ble HRM informed CABE Members that Union Health Minister has consented to her proposal for giving sanitary napkins and dispensers in every girl toilet in each school under NRHM and asked all States to include this in their proposals from the next year after consultation with their respective Health Secretaries.
18. Prof. Vasudev Devnani, Education Minister, Rajasthan mentioned that gender issues are being discussed at school level with the help of ASHA Sahyogini. He also stated that they have imposed a ban on selling of tobacco/gutka/cigarette within 100 metres of schools. Hon'ble HRM requested all the States to issue a public notice imposing a ban in this regard, in and around all educational institutions including higher education institutions.

19. Swami Atmapriyananda, VC, Ramakrishna Mission Vivekananda University expressed his concern about special children. He mentioned that their University has a Disability Management & Special Education Department under which B.Ed/M.Ed courses are offered. However, the number of students is going down because special teachers are not getting jobs. He suggested that under the teacher education curriculum, ICD component, special education, students counselling and yoga education may be made compulsory. He further requested that one special education teacher, who could take care of counselling also, and one physical education teacher, who could take care of yoga also, may be made compulsory for each school.

20. While sharing his experience in the State, Shri Tapan Chakraborty, Education Minister, Tripura was of the view that integrated efforts of both education and health departments can go a long way in resolving the issue of discrimination against the girl child. He mentioned that under the Scheme Village Health & Nutrition Day under NRHM, all villagers meet together on a particular day of a week and discuss their problems related to health and this has been a unique experience. The same platform may be utilized for educating on other issues like discriminatory attitude between girl and boy students, attitude of parents towards their children, benefits of yoga, etc.

HRM requested him to share the details and the entire process with MHRD which could be shared with other States as a best practice. She also requested Union Health Minister to see whether other issues could be integrated in the programme.

21. Supporting the view put forward by Education Minister, Tripura, Shri Ramji Raghvan, Chairman, Agastya International Foundation mentioned that they have started VASANTHA
under which young girls are identified in about 300 villages who are trained to teach other children of multiple age groups. It has raised the status of girls and made them into leaders. He recommended that state governments may look at its expansion.

22. Dr. Daljeet Singh Cheema, School Education Minister, Punjab suggested to have a compulsory health card for every child in government schools as a part of NRHM. Hon'ble HRM supported the suggestion and assured to take necessary action in this regard.

Dr. Cheema also raised an issue that a large no. of children are opting for non-medical subjects because medical education is both expensive as well as of longer question. This would worsen the already bad situation of shortage of doctors. He requested to the Central Government subsidize medical education in order to encourage more children into it. Hon'ble Union Health Minister assured to look into the matter.

23. Mr. Yithachu, School Education Minister, Nagaland mentioned that sometimes gender discrimination happens because elder sisters, instead of going to school, are asked to look after younger brothers. There is a need for proper coordination of govt. programmes and schemes in so far as implementing and understanding the policies, both at the Central and the State levels.

24. Hon’ble HRM informed that consultation process has already been initiated in many of the States/UTs. However, no information in this regard has been received from Andhra Pradesh, Daman & Diu, Delhi, Jammu & Kashmir, Orissa and West Bengal. She mentioned that first draft of New Education Policy is to be prepared by December, 2015. She thus requested all the State Governments to initiate discussion from Village Education Council to Block/District level/State level and send their views in respect of new education policy to MHRD. She then opened the floor for discussion on the consultation process for formulation of New Education Policy.

25. Shri Manish Sisodia, Dy.Chief Minister & Education Minister, Delhi mentioned that consultation process for NEP has started. He raised issues regarding crowded class
rooms, despite running two shifts, and shortage of teachers. He highlighted that course content needs to be improved in order to prevent bad habits i.e smoking, drinking, etc. It is quite difficult to cope up with these problems despite a ban imposed in Delhi. He pointed out that private schools are only profit making institutions and government schools are job-providers. He requested for a CABE sub-committee to look into these aspects. He invited attention to the social problems and desired that knowledge on all these problems may be included in the content and asked to revive 33 themes of the proposed new education policy, keeping in view those problems. He also requested for a special committee for this. He desired that frequency of CABE meetings may also be increased. In response to this, Hon'ble HRM stated that States have already been advised to send state specific content or challenge, apart from their views on 33 themes identified for consultation process on new education policy and assured that frequency of CABE meetings will improve.

26. Prof. Vasudev Devnani, Education Minister, Rajasthan suggested that pre-primary education may also be included in Government Schools, as is being done in private schools, under new policy. He desired to include new topics in education e.g. yoga, surya namaskar, Information Technology, 'Think India', etc. He suggested to set up a National Niyamak Ayog on Education in every State so that change in Government would not affect structure of education. He mentioned that there is no electricity in 37,000 schools in Rajasthan and requested for provision of electricity in each and every school, as has been done in case of toilets. This would help in promotion of computer education also.

27. Hon'ble HRM informed that AICTE has issued a circular to all engineering colleges to change their evening shift for skill sector education, making double use of available infrastructure. Prof. Devnani suggested that such a permission may also be given in respect of vocational education in schools by linking them with ITIs. He suggested that theoretical study may be provided in schools and practical part may be taken care of in ITIs to make best use of available infrastructure in ITIs.

28. Hon'ble HRM mentioned that suggestions were invited from citizens on New Education Policy on Mygov.in portal in January, 2015 and congratulated both Rajasthan and
Kerala as a large no. of good suggestions, both in school and higher education, are received from these states.

29. Shri P.K. Shahi, Education Minister, Bihar requested not to keep time limit for sending details of consultation process of new education policy in respect of Bihar in view of elections there. Hon'ble HRM advised him to send details of work done at village education council or at block level in this regard so far. He assured to send the requisite details.

30. Dr. Neera Yadav, Education Minister, Jharkhand was of the view that inclusion of yoga and moral education as compulsory subjects would be of great help to children. She stressed the need of exams on quarterly/half-yearly/yearly basis in order to improve the decline in education standards.

31. Shri Ram Govind Choudhary, Minister of Basic Education, Uttar Pradesh urged to formulate such an education policy under which there is no scope for any discrimination between rich & poor, officers & staff and a VIP or a common man. He suggested that new education policy should provide equality in education for all - whether in government schools or private schools. He further suggested that education till high school at least should be provided only in government schools. He endorsed the suggestion given by Hon'ble Education Minister, Delhi not to have two education systems i.e. inclusion of pre-primary education in private schools and not in government schools, free & compulsory education not only in govt. schools but in pvt schools also.

32. Shri Paras Chander Jain, Minister (School Education), Madhya Pradesh expressed his concern about decline in education standards due to adoption of “No-detention Policy” upto Class VIII. He suggested that a provision of at least one teacher for each class may be made for primary and middle schools. He informed that the State has achieved the target of making available a school as prescribed in the RTE Act, 2009. He suggested that instead of opening new schools, more facilities may be given to existing schools e.g. transport facility to those students coming from a distant place. He also
suggested that administrative control in respect of CBSE schools may be given to States. He raised his concern about shortage of B.Ed and T.Ed teachers in schools. He stressed on the need for expansion in yoga and NCC, reopening of "model vidyalayas" for girls, sports etc. He stressed the need of opening additional secondary schools under "Naveen swekriti". State Govt. should be empowered to decide their location.

33. Shri Kimmane Ratnakar, Minister of Primary & Secondary Education, Karnataka suggested that to increase enrolment, pre-primary education should be introduced in government schools from the age of 3 years. Children are being sent to private schools for pre-primary education and then they don't come back to government schools. He also stressed the need of examination at every level to improve standards in education. He also suggested in service training for teacher to get them updated. He raised an issue of improvement of infrastructure in government schools to bring them at par with private schools, funding for which could be shared between the Centre and the States. He also felt the need to make separate arrangements for Xth and XIIth class students. He pointed out that it is very difficult to provide grants to high schools from RMSA due to certain restrictions.

34. Hon’ble HRM informed that a Sub-Committee of CABE was constituted on no-detention policy and sought permission of CABE to table its Report. She requested all the States to examine it and send their considered views in respect of their State. While agreeing to the suggestion made by Education Minister, Karnataka, she suggested to form a sub-committee of CABE with the mandate to suggest a pathway to improve the condition of Government schools and one of the terms of reference of this committee could be to suggest as to how to club SSA and RMSA to improve government schools.

35. Dr. Pradeep Kumar Panigrahi, Minister of Higher Education, Odisha observed that there is a need to give a thrust on administrative, academic, examination & evaluation structures of education policy and a common guideline for all states in respect of all these structures. He further mentioned that course curriculum needs to be uniform in such a way that it includes national characteristics along with state-specific interest. He expressed his
concern about commercialization in education especially in self-financed colleges and
desired to formulate a policy to regulate self-financed and private colleges.

36. Shri Kadiyam Srihari, Dy. Chief Minister & Education Minister, Telangana
pointed out that enrolment in government schools is going down because two reasons –
(i) pre-primary needs of children not being addressed and (ii) parents sending children to
english medium schools. He expressed his concern about poor learning levels in
government schools and desired to strengthen teacher training for in-service teachers. He
wanted review of RTE Act, 2009 and desired that the funds needed in implementing the
RTE Act, 2009 may be spent on schools infrastructure and teachers’ training in order to
strengthen the government institutions. Further sending girls to private schools and
reimbursement of fee thereafter, the same funds could be utilized for providing good quality
government schools. He made a request for setting up of more residential schools as
parents are keen to send their kid to these schools because of safety, security and quality
education. He suggested that a Sub-Committee of CABE may be constituted for
development of skill and technical education in schools & colleges which was accepted by
Hon’ble HRM.

37. Dr. Ranjit Patil, MoS for Urban Development, Maharashtra requested for a
uniform policy for utilization of non-salary grants. He supported examination system and re-
examination for failed students. He also mentioned that their neighbouring States are giving
a remuneration of about Rs.14,000/- to art & craft teachers whereas no such appointments
are being made in Maharashtra in spite of 30 children per class. He again reiterated for a
uniform policy in this regard.

38. Shri Neeraj Bharti, Chief Parliamentary Secretary (Education), Himachal
Pradesh suggested that in order to improve standard of education in government schools,
it is necessary that children of government servants, public representatives etc. may get
their education in government institutions only.
39. Shri Dhirendra Nath Bezbaruah felt that public examinations of secondary children are an area of major concern. Grades & scores being given are neither reliable nor valid from the standpoint of educational evaluation. Examinations are being made easy through objective-type/very short answer/short answer type questions and therefore, any test of creativity, of ability to judge or ability to select is not being done. He expressed that the need of the hour is to prepare more teachers who are properly trained and who are motivated to teach children.

Hon’ble HRM assured that the matter would be discussed between State Boards, CBSE and higher education department.

40. Shri Tapan Chakraborty, Education Minister, Tripura complimented for adopting top-down approach in the consultation process for new education policy. He stressed that new education policy should aim at bringing the right of education for all i.e. universalization of education.

41. Shri P.K. Shahi, Education Minister, Bihar expressed his concern about examination system and use of unfair means, from tenth to UPSC/IAS exams. He urged for constitution of an expert committee to look at the entire exam system and provide suggestions to reduce this unfair practice. It was informed that Bihar has about 76000 untrained teachers so far and an agreement has been signed with World Bank for assistance in this regard. It is a five year comprehensive programme to strengthen the teacher education system. He, therefore, requested for extension in time limit i.e. beyond 31.3.2015 under RTE Act, 2009, for getting all the teachers trained.

42. Dr. M.K. Sridhar stated that the process of consultation is extremely important and suggested that CABE members, Universities, colleges and other NGO organizations may also be involved in this process. He was of the view that a small task force consisting of official and other members may also be constituted. He further suggested to include three dimensions in the consultation process – (i) implementation of policy in a time bound manner, (ii) evaluation and (iii) feedback.
43. Shri Mantri Prasad Naithani, Education Minister, Uttarakhand pointed out that no action has been taken on the suggestions given by him in the previous CABE meeting and requested that suggestions which are given in the CABE meeting, should be implemented. He also requested that CABE meetings may be called in a time bound manner, three or four times, before finalization of Education Policy. Hon'ble HRM advised to finalize consultation at the state level first and provide its outcome within scheduled time. Shri Naithani expressed difficulty in contributing state share based on the revised funding pattern of 50:50. He pointed out that funds available under RMSA for civil works and teachers are not sufficient. Hon'ble HRM advised to forward these suggestions as a part of consultation process. Shri Naithani was of the view that exams are must for providing quality education. He further suggested that teachers should not be associated with the MDM programme. Hon'ble HRM informed that all states have already been advised to run this programme through SMCs. He stated that CABE meetings should be held not only in Delhi, but in various other regions also.

44. Dr. Indira Hridayesh, Minister for Higher Education, Uttarakhand expressed her concern on poor condition in primary education sector. She desired to have separate discussion on higher & technical education and middle & primary education and on different days. Hon'ble HRM informed that themes for consultation process have already been bifurcated for school and higher education and requested to suggest additional issues specific to their state. Further, next meeting would be held separately for school & higher education sector and thereafter a combined meeting, in which first draft of New Education Policy would be discussed. She again requested to complete discussions at state level immediately.

45. Shri Manish Sabharwal, Team Lease India, was of the view that the New Education Policy should provide a boost to innovation. Hon'ble HRM requested him to suggest as to how skill education could be enthused at school education level or at higher education.
46. Hon'ble HRM informed that CABE in its 58th Meeting had constituted a sub-committee on the “Extension of the Right of Children to Free and Compulsory Education Act, 2009 to Pre-school education and secondary education”, however, the committee could not submit its report so far. She sought permission from the CABE for its re-constitution, which was agreed to. Third agenda item i.e. introduction of NCC and NSS in school & colleges was also discussed subsequently.

47. Shri Rajiv Gupta, Secretary, D/o Youth Affairs & Sports informed that CABE in its previous meeting had approved introduction of NSS as an elective subject in higher education. Subsequent to this, the curriculum was finalized through extensive consultative process, regional workshops etc. UGC has now accepted this and an advisory has been issued by UGC. The universities and colleges are being pursued to introduce NSS as an elective subject in their respective colleges.

48. Lt. General A. Chakravarty, DG, NCC presented that NCC has been established with three aims - (i) to develop character comradeship, leadership, discipline, spirit of adventure, secular outlook and ideals of selfless service amongst the youth of the nation, (ii) to create a human resource organised, trained and motivated to undertake leadership in all walks of life and (iii) to create a suitable environment in which the youth of the nation are encouraged to take up armed forces as a career. It was informed that institutional training is carried out in schools and colleges, in periods as decided by schools/colleges and camp training is organised in different type of camps i.e. leadership camps, sports/adventures camps etc.

DGNCC mentioned that subsequent to the decision taken in previous CABE meeting to introduce NCC as an elective subject in schools and colleges, CBSE had advised the schools to take up NCC as an elective subject and UGC had issued advisory to 30 autonomous colleges in this regard. It was highlighted that so far 17 schools under CBSE and 12 autonomous colleges have taken up NCC as an elective subject. Another 42 non autonomous colleges have taken up NCC as an elective subject voluntarily. He was concerned about the slow progress and highlighted the need to extend the coverage to additional 30 autonomous colleges under UGC. He was of the view that for those who have opted NCC as elective subject, their marks should be counted towards admission process.
at under-graduate stage. He suggested extension of scheme to State educational schools/boards. He further suggested that an advisory from UGC could also be given to non-autonomous colleges also.

49. Shri V.S. Oberoi, Secretary (HE), MHRD highlighted the importance of NCC and NSS in schools and colleges. He mentioned that very few children have opted for NCC as an elective subject and expressed the view that NCC and NSS could become mandatory activities without grading rather than elective subjects with grading.

50. While endorsing the views of Secretary (HE), Shri Subhash Khuntia, Secretary (SE&L), MHRD requested NCC directorate to look at the issue whether NCC needs to be made an elective subject or expanded as a voluntary activity into many more schools. He was of the view that both NCC and NSS may be taken to all schools and colleges as co-curricular activities.

51. Shri Paras Chander Jain, Education Minister, Madhya Pradesh informed that NCC has been implemented in 408 government schools and 105 private schools. He also mentioned that a decision has been taken to introduce it at madhyamik schools during 2016-17.

52. Shri Mantri Prasad Naithani, Education Minister, Uttarakhand invited attention to the proposal of establishing NCC Academy in the State and requested for an increase of two seats. He mentioned that land has been provided for setting up the Academy, but there is a shortage of funds. He thus requested Central Government to provide funds in this regard.

53. Shri Ram Govind Choudhary, Minister for Basic Education, UP expressed the view that NCC should be made mandatory in both government and private schools. He, however, requested for funds for arrangements to be made for PT i.e. for uniform or accessories required for it.
54. Dr. Daljeet Singh Cheema, School Education Minister, Punjab informed that two NCC academies are already functional in the State and proposed that NCC may be made mandatory for PT teachers.

55. Shri Ram Bilas Sharma, Education Minister, Haryana stated that there is a need to have a system of Seema Darshan whereby school children visit border areas, as part of curriculum for NCC. He also emphasized the need for inclusion of Yoga in the syllabus.

While complimenting the idea of Seema Darshan, Hon'ble HRM stated that NCC Directorate/Army Chief will be requested to devise such a programme and would be accordingly shared with State Governments. DG, NCC highlighted that this need to be coordinated with the Army Headquarters by the Ministry of HRD.

56. Dr. Pankaj Chande was of the view that NCC must be assigned credits/marks and must be an assessed activity in order to ensure both physical and mental involvement of the students. Hon'ble HRM stated that it will be evaluated by schools.

57. Shri Kimmane Ratnakar, Principal Secretary, Higher Education, Karnataka stated that lot of infrastructure is being created by NCC, Bharat Scouts, Girl Guides but there is a lack of synergy in its use as infrastructure owned by NCC is not available for BS or girl guide. He made a suggestion for sharing of facilities and requested for some guidelines in this regard. Hon'ble HRM assured to discuss this issue with Ministry of Defence.

58. Dr. M.K. Sridhar stated that NCC as a mandatory subject would further increase burden on children. He made three suggestions in this regard – (i) NCC and NSS may be promoted in a creative way through Doordarshan so that students develop interest, (ii) attractive posters can be displayed in schools and colleges about NSS and NCC at the beginning of the academic year and (iii) inclusion of NCC and NSS in the choice based credit system without increasing any burden.
59. Hon'ble HRM appreciated the role of NCC or NSS in education and asked State Governments to give their suggestions as to how these would be implemented in their respective states.

60. Shri Subhash Khuntia, Secretary (SE&L) briefed on the next agenda item i.e. - lightening burden of school children. He informed that various Committees had expressed their concern about the weight of school bags i.e. not only physical weight but also curricular burden. He informed that a Committee Report on 'Learning without Burden' had been circulated to all the States and "National Curriculum Framework" (NCF) 2005 also contains suggestions about how to reduce the curricular load as well as weight of the school bags. Subsequently, CBSE, KVS, NVS and Tibetan Schools have also issued guidelines to their schools to restrict the burden on the children. He shared some good practices adopted in Tamil Nadu and Karnataka. He requested all the State Governments to go into details i.e. number of text books, time table etc. and issue necessary instructions to all schools to follow a system so that the children do not have to carry very heavy schools bags. Expressing his concern on curriculum load, he invited suggestions from the State representatives as to how the unnecessary burden on children could be reduced.

61. Shri Tapan Chakraborty, Minister of Education, Tripura expressed the view that school bags of children upto class two should be maintained and kept in the school itself. He, however, expressed his concern about slow learners who need to be taught at their homes and therefore, suggested for a flexible policy i.e. based on the need of the student, it may be kept in the school or at home. He also raised his concern on the safety of keeping the school bag in the schools located in remote place, particularly in tribal areas. He was of the view that it should be left to the School Management Committees to decide in case of plus two level students, particularly for the slow learners. He also suggested to keep one set of school books at home and the other, old set, at the school. He was of the view that there is a need to look at an alternate way of teaching as has been done in Gujarat where teachers have been taught the use of things like drama, poetry and songs as an alternative way to teach. Focus on teachers training was also stressed upon.
62. Shri Ramji Raghavan, Agastya International Foundation expressed that if there is a shift towards a more interactive hands-on way of learning that sparks curiosity, through low-cost science labs or art labs, it may result in higher standards of learning and retention and thereby, children feeling more secured, confident and less reliant on books. This may be a holistic solution for reducing the burden both physical and mental. He mentioned about operation "VASANTA" – a group started by his Foundation for transforming girls into confident leaders.

63. Shri Ram Bilas Sharma, Education Minister, Haryana raised two concerns – one about reducing weight of the bag and the other about no detention policy. He stated that despite much higher expenditure per child and more trained and competent teachers in government schools as compared to private schools, standard of education in government schools is going down due to adoption of non-detention policy. He also pointed out that children in government schools are very weak in English language. He was of the view to reinstate examination system and introduce English language at primary level in government schools.

64. Dr. Subodh Kumar, Dy. Secretary(Education), Tamil Nadu mentioned that trimester system is being followed in the State and this has reduced burden/weight of the books i.e. only 1.5 kg in classes I & II and 3.7 kg for classes VII to IX.

65. Shri Ranjit Patil, MOS for Urban Development, Maharashtra mentioned that due to non-availability of water in schools, children keep water bottles in their bags and thus, increases in weight of the bag. He, therefore, suggested to make available potable water.

66. Prof. Vasudev Devnani, Education Minister, Rajasthan stated that the issue is not of weight of text books but of reference books. He shared that only three books are carried in classes I & II and up to 7 books at class VIII and was of the view that reference books may not be allowed in schools.
67. Shri Mantri Prasad Naithani, Education Minister, Uttarakhand opined that there is a need to make a change in teaching system with a main focus on teacher training and not on the weight of the bag. He stated that with the availability of good trained teachers, weight of the bag will reduce. He also endorsed the suggestion to have an arrangement of water supply in schools.

68. Ms Anjali Deshpande, Founder Secretary of ‘DRISHTI’ expressed that books distract the attention of students of classes I to IV in schools. Children should learn & retain what is being taught by teacher and exercise thereafter in his note book. The books may be kept at home for reference purposes. She further highlighted the need of use of slate in school instead of paper and it may be kept in school.

69. Shri P.K. Shahi, Education Minister, Bihar expressed his concern on both physical weight of the bag as well as mental burden on children. He stated that a holistic view is to be taken in respect of contents of teaching and this would definitely address the issue of reducing the bag. He further stated that it would be difficult to implement the suggestion to keep the bag at school as the ideal stage to keep the bag safe at school and return it next day, has not yet reached.

70. Prof. J.L. Kaul, VC, HNB Central University, Garhwal stated that the focus should be on the child and the educator instead of bag or books. Further, it is must to take a cautious decision on the content of teaching which would further help in deciding the methodology of learning. It is therefore, imperative to think about the logistics of methodologies of learning, the learner and the educator.

71. Smt. Dimple Verma, Principal Secretary, Uttar Pradesh, while endorsing the suggestion made by Education Minister, Bihar, stated that standard of training methodology of teachers also needs to be improved. She also stressed on the need to conduct a social audit or an economic audit. Hon’ble HRM suggested a separate meeting between Centre & States to take decision on performance audit & training methodology.
72. Shri Ram Govind Choudhary, Minister of Basic Education, U.P. highlighted that private teacher training schools are not providing proper training. He insisted that training of teachers by government institutes may be made mandatory. Hon'ble HRM assured that this issue could also be taken up in the proposed meeting to be taken in respect of teachers and teacher training.

73. Shri Sudhir K. Jain, Director, IIT, Gandhinagar stated that more and more content is being added to the curriculum whether it is primary, secondary or higher education. He desired to reduce the content that is being taught in schools.

74. Shri Vinayak Lohani expressed that the role of government in education so far has been that of service provider which requires to be shifted to the role of regulator because of enrolment of about 43% children in private schools. He was of the view that private schools should be held accountable for the quality of education that they are imparting and training of teachers. Dr. M.K. Sridhar pointed out that corporate schools and colleges have also contributed in increasing the stress and burden on children, keeping them away from activities other than study.

75. Prof. I.K. Bhat, Director, MNIT, Jaipur stated that a tablet with a weight of nearly 50 gms. could carry the whole load of books including exercises etc. in it thereby reducing the weight of the school bag.

76. Dr. Neera Yadav, Education Minister, Jharkhand also stressed the need for reforms in curriculum. She stated that existing course curriculum includes a lot of material which is not needed by children.

77. While responding to the observations made on the agenda regarding lightening of school bag, Hon'ble HRM felt that there is a need to bring change in teaching methodologies and desired that a special meeting of State Education Ministers & Secretaries may be held in the month of October to discuss the issues of teacher training & teaching, performance audit etc., separately for school education and higher education.
The concerns of State Governments about private sector may also be discussed in that meeting. She informed that a template reflecting best practices of States like Karnataka, Tamil Nadu, Maharashtra would be formed and these practices along with draft guidelines would be shared with other States for their views.

78. Hon'ble HRM informed that a Report of CABE Sub-Committee on Assessment & Implementation of CCE and No Detention Provision (under the RTE Act 2009) constituted by CABE in its 59th meeting held on 6th June, 2012, has been tabled. She requested representatives of all States to go into the recommendations made by the Sub-Committee and give their views in writing as to what model they would like to adopt in their respective States, in order to enable central government to arrive at a comprehensive decision in this regard. She then opened the floor for discussions in this regard.

79. Shri P.K. Shahi, Education Minister, Bihar, who was a Member of the Sub-Committee, expressed that the report is based on an empirical study i.e. after consulting all stakeholders i.e. students, parents, teachers etc. and in many states including remote villages. About 90% children and their parents were of the view that it is necessary to have exams and that Continuous & Comprehensive Evaluation System needs to be developed over a period of time. He stated that the Sub-Committee, after detailed and comprehensive discussion, arrived at a decision that the ideal stage at which no detention policy should be invoked, has not yet reached and an evaluation system is a must.

80. It was informed by some State representatives that they are in favour of examination system and have already started exams in their respective states. Hon'ble HRM reiterated that all States should give in writing their opinion, within 15 days and assured to take necessary action in this regard including amendment of RTE Act, 2009.

81. Shri Dileep Ranjekar requested to take a decision for roll back of 'no detention policy' and also inclusion of pre-primary education in government schools. He suggested a reasonable "cut off" time after which unprepared child should not be passed to next class.
82. Shri Kimmane Ratnakar, Minister of Primary & Secondary Education, Karnataka expressed that detention is a very hard decision to be taken at early stages. He, however, stressed on the need of exams for assessing the students. He stated that it is necessary to have continuous comprehensive assessment but detention could harm students. He informed that a view is being firmed up in the state to put back no detention policy.

83. Prof. Vasudev Devnani, Education Minister, Rajasthan favoured for examination system but was of the view that detention may be at 5th or 8th standard only.

84. Prof. (Dr.) Ram Shankar Katheria, MoS for HRD appreciated the Members for providing a number of good suggestions. He expressed his concern about good teachers. He stated that a discussion is required as to how good teachers are trained and how they may help in providing quality in education.

85. Dr. R.C.Laloo, Dy.Chief Minister (Education), Meghalaya and Sri Sarat Barkataky, Education Minister, Assam could not attend the meeting. However, their speeches were circulated during the meeting and are available at Annexures III & IV respectively. Issues raised by other CABE Members are at Annexure V.

86. At the end, the following resolutions were adopted:

(i) It was decided to constitute three Sub-Committees of the CABE, to consider respectively, a) To mainstream out of school children to bring them into the fold of the educational system, b) measures and suggestions to improve the infrastructure of Government schools, c) measures to improve and enhance skilling and technical education in the school and higher education systems. These sub-Committees, each with representatives of States, academia and experts would give their report and recommendations within a year.

(ii) States were requested to complete the grassroots consultation at village, block, ULBs and District levels as soon as possible and upload these on MyGov. The final recommendation after State level consultation should reach MHRD by October end.
(iii) Members of the CABE considered ways to encourage school and college students to participate in the National Cadet Corps and the National Service Scheme, which inculcates discipline, foster national integration and promote community service. It was felt that these were extremely important, and beneficial for the growth and learning of the students, as well as valuable to society. These activities could form the core of a series of activities, appropriately structured which would form an integral part of the learning process for students. Other co-curricular activities could include the performing and creative arts, as well as community service.

(iv) The CABE took up for consideration the issue of lightening the burden of school children. A range of views and suggestions were put forward.

(v) It was decided that a special meeting to discuss about teaching, teacher training and recruitment will be held by the Ministry of Human Resource development with the State Ministers in early October, 2015.

(vi) There was a broad consensus at the meeting, with State Governments being unequivocal in suggesting that the ‘No-Detention’ policy be revoked. Education Ministers, representatives of the States and CABE members unanimously agreed on the need to do so. However, GOI proposed that the State Governments should formally provide their views, in writing, within 15 days, to the Ministry of Human Resource Development, which would consider the next steps, based on these recommendations.

The meeting ended with a Vote of Thanks to the Chair.
List of Participants attended 63rd CABE Meeting on 19th August, 2015 at Vigyan Bhawan, New Delhi

1. Smt. Smriti Zubin Irani, Hon’ble Minister of Human Resource Development – Chairperson
2. Smt. Maneka Gandhi, Minister of Women & Child Development
3. Shri J.P. Nadda, Minister of Health & Family Welfare
4. Shri Ram Shankar Katheria, Minister of State Human Resource Development
5. Shri P.K. Shahi, Minister of Education, Bihar
6. Shri Manish Sisodia, Deputy Chief Minister & Minister of Education, Delhi
7. Shri Ram Bilas Sharma, Minister of Education, Haryana
8. Shri Neeraj Bharti, Chief Parliamentary Secretary (Education), Himachal Pradesh
9. Dr. Neera Yadav, Education Minister, Jharkhand
10. Shri Kimmanc Rathamkar, Minister of Primary & Secondary Education, Karnataka
11. Shri R.C. Laloo, Deputy Chief Minister, In-charge Education, Meghalaya
12. Shri H. Rohluna, Minister of School Education, Mizoram
13. Shri Paras Chandra Jain, Minister of Education, Madhya Pradesh
14. Shri Ranjit Patil, MoS, Maharashtra, Urban Development
15. Shri Yiteshu, Minister of School Education, Nagaland
16. Dr. Pradeep Kumar Panigrahy, Minister of Higher Education, Odisha
17. Shri Thiru. T. Thiagarajan, Minister of Education, Puducherry
18. Dr. Daljit Singh Cheema, Minister of School Education, Punjab
19. Prof. Vasudev Devnani, Minister of Education, Rajasthan
20. Shri Kadiyam Srihari, Deputy Chief Minister & Minister of Education, Telangana
21. Smt. Ranjeev R. Acharya, Principal Secretary, Education, Telangana
22. Shri Tapan Chakraborty, Minister of Education, Tripura
23. Shri Ram Govind Choudhary, Minister of Basic Education, Uttar Pradesh
24. Shri Mantri Prasad Naithani, Minister of Education, Uttarakhand
25. Dr. Indira Hridayesh, Minister Higher Education, Uttarakhand
26. Shri Ambesh Jangre, Parliamentary Secretary, Department of School Education, Chhattisgarh
27. Sh. Ramji Raghavan, Chairman, Agastya Foundation
28. Dr. L.V. Muralikrishna Reddy, President, The Institute of Engineers
29. Dr. Vijay P. Bhatkar, Chairman, IIT Delhi
30. Dr. S.A. Bari, Vice Chancellor, Central University of Gujarat
31. Dr. Vanitha Murali Kumar, President, Central Council of Indian Medicine, CCIM
32. Sh. Latif Magdum, Secretary, MCE Society
33. Prof. Pankaj Chande, Ex President, Uttarakhand Sanskrit university, Haridwar
34. Prof. Sudhir K. Jain, Director, IIT, Gandhi Nagar
35. Prof. (Dr.) Indranil Manna, Director, IIT Kanpur
36. Dr. R. Ramaswamy, Vice President, Indian National Science Academy
37. Dr. M.K. Sridhar, Professor, Bangalore University
38. Sh. Manish Saharanwal, Chairman, Team Lease Services Ltd
39. Sh. Dhirendra Nath Bezboruah, Former Editor, The Sentinel
40. Swami Atmapriyananda, VC, Ramakrishna Mission Vivekananada
41. Prof. Santosh Panda, CP, NCTE
42. Prof. Y. Sudeshan Rao, Chairman, ICHR
43. Dr. Sushil Vachani, Director, IIM Bangalore
44. Prof. Ved Prakash, Chairman, UGC, Delhi
45. Prof. Anil D. Sahasrabudhe, Chairman, AICTE
46. Dr. Jayshree Mehta, President, Medical Council of India
47. Prof. Akhilesh K. Tyagi, President, National Academy of Sciences, India
48. Sh. Sanjeev Bhikchandani, Founder & VC, Info EDBe (Naukri.com)
49. Smt. Swaroop Sampat, Mumbai
50. Smt. Manjnie Singh, Founder, World Kids
51. Prof. J.L. Kaul, VC, HNB Central University, Garhwal
52. Prof. Binod K. Tripathi, Director, NCERT
53. Smt. Anjali Deshpande, Drishti Street Ardhyayan Kendra
54. Shri Vinayak Lohani, Founder of PARIVAAR Organization
55. Dr. Joram Begi, Ex. Director, Higher & Technical Education, Govt. of Arunachal Pradesh
56. Dr. Nabeed Abidi, M-34, V.D.A. Colony, Shivpur, Varanasi
57. Shri Dileep Ranjekar, CEO, Azim Premji Foundation
58. Shri V.S. Oberoi, Secretary (Higher Education), Ministry of Human Resource Development
59. Dr. Subhash C. Khuntia, Secretary (School Education & Literacy), Ministry of Human Resource Development
60. Shri Kunji Lai Meena, Secretary Education, Rajasthan
61. Smt. Punya Salila Srivastava, Secretary Education, Delhi
62. Sh. Virendra Kumar, Secretary Education, Goa
64. Brig. R.K. Sharma, DDG (Trg.), HQ DG, NCC
65. Prof. Jandhyala BG Tilak, VC, NUEPA
66. Prof. Chandra B. Sharma, Chairman, NIOS
67. Sh. V.S. Senthil, Additional Chief Secretary, Kerala
68. Ms. Rina Ray, Additional Secretary, MHRD
69. Sh. B.N. Tiwari, DDG (Stat.), MHRD
70. Sh. Mamya ETc, Secretary, Education, Arunachal Pradesh
71. Sh. H. Deleep Singh, Secretary, Education, Manipur
72. Sh. R.P. Sisodia, Secretary, Govt. of A.P.
73. Sh. D.D. Agrawal, Commissioner, School Education, Madhya Pradesh
74. Smt. K. Sandhya Rani, Commissioner, School Education, Andhra Pradesh
75. Sh. E.P. Kherbhib, Commissioner Secretary, Education, Meghalaya
76. Sh. P. Vaiphei, Commissioner & Secretary, HE & Technical Edu. & SCERT, Manipur
77. Sh. T.K.L.N. Setty, Secretary to Professor, Bangalore University
78. Sh. J. Alana, JS(EE-I), MHRD
79. Dr. N.K. Sahu, Economic Adviser, MHRD
80. Sh. S.P. Goyal, JS(HE), MHRD
81. Sh. Praveen Kumar, JS, MHRD
82. Sh. Rakesh Ranjan, JS, MHRD
83. Sh. S.S. Sandhu, JS, MHRD
84. Sh. Y.S.K. Seshu Kumar, JS, MHRD
85. Sh. Maneesh Garg, JS, MHRD
86. Dr. Saibir Bedi, Joint Secretary, MHRD
87. Sh. S.L. Negi, JS(RMSA-II), SE&L, MHRD
88. Smt. Sunita Sanghi, Adviser, Niti Ayog
89. Dr. Pitam Singh, Joint Adviser, Niti Ayog
90. Dr. A. Mukhopadhyay, Adviser, D/o, Science & Technology, New Delhi
91. Dr. A.B. Harapanahalli, Adviser, MOEF and CC
92. Dr. J. Krishna Raju, State Project Director, Puducherry
93. Sh. L.K. Gupta, JS, Youth Affairs, D/o Youth Affairs
94. Dr. M.B. Chetti, Director General, HRD, ICAR, New Delhi
95. Sh. Vijal Vardhan, Additional Chief Secretary, Higher Education, Haryana
96. Sh. O.C. Rana, Additional Secretary, Education, Himachal Pradesh
97. Sh. S.R. Motanty, Additional Chief Secretary, Madhya Pradesh
98. Sh. Lalzirmai Chhangte, Additional Secretary, School Education, Mizoram
99. Sh. A. Subrahmanye, AS (TE), MHRD
100. Smt. Dimple Verma, Principal Secretary, Basic education, Uttar Pradesh
101. Dr. R. Samal, Principal Resident Commissioner, Tripura Bhavan
102. Sh. D.K. Pradhan, Additional Secretary & Director, Technical Education, Sikkim
103. Sh. T.C. Gupta, Principal Secretary, School Education, Haryana
104. Sh. G.K. Dhal, Principal Secretary, Govt. of Odisha
105. Sh. S. Ramaswamy, Principal Secretary, Uttarakhand
106. Sh. Ajit M. Sharan, Secretary, AYUSH
107. Sh. Ranjiv Yadavanshi, Commissioner & Secretary (Education), Andaman & Nicobar Islands, Port Blair
108. Sh. Sanjay Kumar Singh, Principal Secretary, Madhya Pradesh
109. Sh. Asheem Srivastav, Member Secretary, NCPCR
110. Sh. Kithanglo wanth, Principal Secretary, Nagaland
111. Sh. P.K. Borthakur, Principal Secretary, Assam
112. Sh. Ajay Seth, Principal Secretary, Primary Education, Karnataka
113. Sh. Bharat Lal Meena, Principal Secretary, HE, Karnataka
114. Prof. (Dr.) Jaspal Singh Sandhu, Secretary, UGC
115. Dr. Ajay Kumar, Additional Secretary Department of Electronics & IT
116. Sh. K. Senthil Kumar, Additional Secretary, Bihar
117. Dr. K. Venkatasubbaiah, Chairman, CATE, The Institute of Engineers (India)
118. Sh. R.D. Solanki, Private Secretary, Ministry of School Education, MP
119. Sh. G.D. Raturi, OSD, Hon'ble Minister of Education, GOUK
120. Sh. D.K. Goel, Deputy Secretary, MHRD
121. Sh. Gaya Prasad, Director, MHRD
122. Smt. Padma Saxena, Deputy Secretary, MHRD
123. Smt. Anamika Singh, DS, MHRD
124. Sh. Bhashkar G. Nayak, Director, Higher Education, GOA
125. Sh. G.P. Bhat, Director, School Education, Goa
126. Dr. B. Peti, Director, HE, Tripura
127. Ms. Padmini Singla, Director Education, Delhi
128. Sh. HRP Yadav, Director, The Institute of Engineers (India), Delhi
129. Sh. M.L. Azad, Additional Director, Education, Himachal Pradesh
130. Sh. Senthang, Additional Director (SE), Govt. of Nagaland
131. Smt. Rita Khanna, Director, MOEF and CC
132. Dr. Satpal Singh Sahni, Asstt. Director, Higher Education, Uttarakhand
133. Sh. V.K. Devlanga, PS Parliament Sec.C.G., Education Department
134. Sh. Sanjay Kumar Ojha, Director, SCERT, Chhattisgarh
135. Sh. Chanchal Singh, Deputy Director School Education, Chandigarh
136. Sh. D.K. Chaturvedi, OSD (Education), Arunachal Pradesh
137. Sh. Surbhi Jain, Director, MHRD
138. Smt. Shakila T. Shamsu, OSD (NEP), MHRD
139. Sh. Nazim, Deputy Secretary, ICHR
140. Dr. Aqil Javed, Jr. Director, Ministry of Labour & Employment
141. Prof. Inder Krishna Bhat, Director, MNIT – Jaipur
142. Sh. Ashok K. Pavadia, AS & Adviser, ISCS, ISCS/MHA
143. Dr. Alok K. Srivastava, Deputy Director, RUSA, Uttar Pradesh
144. Sh. Deepak Kumar, Administrative Officer, Council of Architecture
145. Dr. Surender Singh, Director, SCERT, Chandigarh
146. Sh. Pradeep Kr. Agarwal, Director General School Education cum SPD, Punjab
147. Dr. Subodh Kumar, Deputy Secretary, Tamil Nadu
148. Sh. Ghanshyam Goel, ADG, PitB, Ministry of I & B
149. Sh. Sunisha Ahuja, Chief Consultant TSG-SSA, MHRD
150. Sh. Sunil Kumar, PA to MoS (HRD), MHRD, GOI
151. Dr. Prakash Kr. Yadav, Basic Shiksha Adhikar, Uttar Pradesh
152. Sh. Alok Jawahar, US, MHRD
153. Smt. Rajni Taneja, Under Secretary, MHRD
154. Shri M.K. Pandey, Under Secretary, MHRD
155. Sh. Sujit Gulati, ACS (Education), Gujarat
156. Sh. Pankaj Joshi, PS (Higher & Technical Education), Gujarat
157. Col. RPM Panghal, SO to DG, NCC, NCC
158. Smt. Dayawanti, Media Officer, Ministry of I & B, Shastri Bhawan
159. Sh. Sudipti Chaterjee, Research Asstt., EdCIL, New Delhi
160. Sh. R.K. Ratwya, Nodal Officer, Chhattisgarh
161. Smt. Shida Rani, Corr. AIR, AIR
162. Smt. Suman Gautam, Section Officer, MHRD
163. Shri Padam Singh, Section Officer, MHRD
164. Sh. K.K. Sharma, TSG-MDM, MHRD
165. Sh. Bhupendra Kumar, Consultant MHRD
To,

All the CABE Members

Subject: Summary Record of Discussion of the 63rd Meeting of Central Advisory Board of Education (CABE) held on 19th August, 2015.

Sir/Madam,

I write this to thank all the Hon'ble Ministers and distinguished members of CABE, Secretaries to the Government of India, senior officials of Central and State Governments and eminent academics for participating in the 63rd Meeting of Central Advisory Board of Education (CABE) held on 19th August, 2015 at Vigyan Bhawan, New Delhi under the Chairpersonship of Smt. Smriti Zubin Irani, Hon'ble Union Minister for Human Resource Development.

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

Yours faithfully,

(Rakesh Ranjan)
Joint Secretary to the Government of India
Tel. No. 23071486

Encl: As above

Copy along with enclosures for information and further necessary action to:

(1) PS to Representatives of Govt. of India [Union Ministers/ Members (Education) Niti Aayog]
(2) PS to Education Ministers of all States/UT Administration
(3) Principal Secretaries / Secretaries (Education) of all States/UTs
(4) Web Master, CMIS (for uploading on the Ministry's website)
(5) 63rd Meeting CABE Guard file.
SUMMARY RECORD OF DISCUSSION OF THE 63RD CENTRAL ADVISORY BOARD OF EDUCATION HELD ON 19TH AUGUST, 2015

The 63rd Meeting of the Central Advisory Board of Education (CABE) was held under the Chairpersonship of Union Human Resource Minister Smt. Smriti Zubin Irani on 19th August, 2015 at New Delhi.

2. The meeting was attended by the Union Minister for Women & Child Development, Smt. Maneka Sanjay Gandhi, Union Minister for Health & Family Welfare, Shri J.P. Nadda, and the Minister of State for HRD, Shri R.S. Katheria.

3. Education Ministers of 19 States, representatives of 29 States and Union Territories, Members of CABE, heads of autonomous organizations, Vice Chancellors of Universities, senior academics were present in the meeting. Shri V.S. Oberoi, Secretary, Department of Higher Education and Member Secretary, CABE and Dr. Subash C. Khuntia, Secretary, Department of School Education and Literacy were present in the meeting along with senior officials of the Central and State Governments.

4. The CABE is the highest advisory body to advise the Central and State Government in the field of education. The minutes of the previous meeting held on 10th October, 2013 were confirmed along with the Action Taken Note.

5. In her opening address the Union Minister of Human Resource Development highlighted the achievements of the Ministry in promoting quality education to all through new and impending initiatives such as the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT), SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds), the Global Initiative of Academic Networks (GIAN) and the Rashtriya Aaisivakar Abhiyan (RAA). She stressed their importance and catalytic role in transforming the education sector and sought the cooperation and active participation of the States and Union Territories in their implementation.

6. She dwelt on the consultative and inclusive process of evolving, after 29 years, a New Education Policy, one that would be in step with the changed perspectives and aspirations, and with the needs of the country and the economy. The multi-layered and wide ranging process involves people from the grassroots, with meetings from the village level moving upwards to the State through Blocks, Panchayats, Districts and Urban
Local Bodies (ULBs). The Chairperson requested the States to initiate the grassroots consultation and keep the HRD informed of the progress.

7. The Chairperson also informed the members that she would be visiting the States through the month of September to continue a process of two-way engagement and dialogue.

8. A number of decisions were taken at the meeting, in part flowing from the agenda, and in part stemming from concerns raised by the State Governments and experts. The following resolutions were adopted:

   (i) It was decided to constitute three Sub-Committees of the CABE, to consider respectively, a) issues and impediments to mainstream out-of-school children, and measures to bring them into the fold of the educational system, b) measures and suggestions to improve the infrastructure, environment maintenance and learning outcomes of Government schools, c) measures to improve and enhance skilling and technical education in the school and higher education systems. These sub-committees, each with representatives of States, academia and experts would give their report and recommendations within a year. Tentative composition of these Sub-committees is at Annexure-I.

   (ii) Members of the CABE considered ways to encourage school and college students to participate in the National Cadet Corps and the National Service Scheme, which inculcate discipline, foster national integration and promote community service. It was felt that these were extremely important, and beneficial for the growth and learning of the students, as well as valuable to society. These activities could form the core of a series of activities, appropriately structured which would form an integral part of the learning process for students. Other co-curricular activities could include the performing and creative arts, as well as community service.

   (iii) The CABE took up for consideration the issue of lightening the burden of school children. A range of views and suggestions were put forward.

   (iv) It was decided that a special meeting to discuss about teaching, teacher training and recruitment will be held by the Ministry of Human Resource development with the State Ministers in early October, 2015.
There was a broad consensus at the meeting, with State Governments being unequivocal in suggesting that the 'No-Detention' policy be revoked. Education Ministers, representatives of the States and CABE members unanimously agreed on the need to do so. However, GOI proposed that the State Governments should formally provide their views, in writing, within 15 days, to the Ministry of Human Resource Development, which would consider the next steps, based on these recommendations.

8. The meeting ended with a Vote of Thanks to the Chair.
## Sub-Committee to Devise Pathway for Re-Engaging Out of School Children

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<tr>
<th>S.No.</th>
<th>Name</th>
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<tr>
<td>1.</td>
<td>Shri Upendra Kushwaha, Minister of State for Human Resource Development</td>
<td>Chairman</td>
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<tr>
<td>2.</td>
<td>Shri Tapan Chakraborty, Minister (School &amp; Higher Education), Tripura</td>
<td>Member</td>
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<td>3.</td>
<td>Shri Paras Chander Jain, Minister (School Education), Madhya Pradesh</td>
<td>Member</td>
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<td>4.</td>
<td>Shri Ram Bilas Sharma, Education Minister, Haryana</td>
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<td>5.</td>
<td>Shri Ramji Raghvan, Founder-Chairman, Agastya International Foundation &amp; CABE</td>
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<td>6.</td>
<td>Shri Vinayak Lohani, Founder of PRIVAAR Organization &amp; CABE Member</td>
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<td>7.</td>
<td>Ms. Anjali Deshpande, Founder Secretary of ‘DRISHTI’ Stree Adhayayan Probodhan Kendra &amp; CABE</td>
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<td>8.</td>
<td>Ms. Swaroop Sampat, CABE Member</td>
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<td>9.</td>
<td>Chairperson, National Commission for Protection of Child Rights</td>
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<td>Director, NCERT</td>
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<td>11.</td>
<td>Additional Secretary (School Education &amp; Literacy), MHRD</td>
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### Sub-Committee to Devise Pathway to Improve Condition of Government Schools

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<td>1.</td>
<td>Dr. Daljit Singh Cheema, Minister (School Education), Punjab</td>
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<td>2.</td>
<td>Shri P.K. Shahi, Education Minister, Bihar</td>
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<td>3.</td>
<td>Shri Ram Govind Choudhary, Minister (Basic Education), Uttar Pradesh</td>
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<td>4.</td>
<td>Dr. Neera Yadav, Minister for Human Resource Development, Jharkhand</td>
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<td>5.</td>
<td>Shri Kimmane Ramakar, Minister of State (UC) for Education (Primary &amp; Secondary), Karnataka</td>
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<td>6.</td>
<td>Prof. Vasudev Devnani, Minister of State for Education (Primary &amp; Secondary), Rajasthan</td>
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<td>7.</td>
<td>Prof. M. K. Sridhar, Professor at Canara Bank School of Management Studies &amp; CABE Member</td>
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<td>Sh. Dileep K. Rajnekar, CEO, Azim Premji Foundation &amp; CABE Member</td>
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<td>Vice Chancellor, NUEPA</td>
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<td>10.</td>
<td>Joint Secretary (SE), MHRD</td>
<td>Member Secretary</td>
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## Sub-Committee on Skill & Technical Education in School & Higher Education System

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<tr>
<th>S.No.</th>
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<tr>
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<td>Prof. (Dr.) Ram Shankar Katheria, Minister of State for Human Resource Development</td>
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<td>2.</td>
<td>Shri Yitachu, Minister (School Education), Nagaland</td>
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<td>3.</td>
<td>Shri Mantri Prasad Naithani, Minister (School Education), Uttarakhand</td>
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<td>4.</td>
<td>Dr. Ranjeet Patil, Minister of State for Urban Development, Maharashtra</td>
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<td>5.</td>
<td>Shri Manish Subharwal, CEO, Team Lease India &amp; CABE Member</td>
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<td>Dr. Joram Begi, CABE Member</td>
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<td>7.</td>
<td>President, The Institution of Engineers</td>
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<td>Chairman, UGC</td>
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<td>Chairman, AICTE</td>
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<td>Chairman, NIOS</td>
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<td>11.</td>
<td>Additional Secretary (Tt), MHRD</td>
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Address of Dr. R C Laloo, Deputy Chief Minister, Education department, Govt of Meghalaya during the 63rd Meeting of the Central Advisory Board of Education (CABE) at New Delhi on the 19th August 2015.

Respected Union Minister for HRD Smti Smriti Irani ji, Union Ministers of State, My colleagues from different States, Fellow members of the Board, Officials and friends,

It is my proud privilege to be present here this morning on this very important session of the Central Advisory Board of Education (CABE) wherein a number of very important issues are going to be discussed and policy framework laid down for the benefit of the student community. We have studied the agenda for the meeting and I would like to express the views of the State briefly.

• Consultation process for New Education Policy

The Consultation process for the New Education Policy for the State of Meghalaya within the broad parameters and framework of the standing guidelines and policy of the Govt. of India has been initiated by us, the process will percolate up to the grassroots level wherein all the stakeholders will be consulted. To facilitate and coordinate consultations, the department of higher education has identified eleven Nodal Officers drawn from the 11 (eleven) districts and the department of School education has nominated 10 (ten) Nodal Officers to conduct consultative meeting in their respective districts. The State agrees to the themes for consultation at Higher and Elementary Education level indicated by the Ministry. In a meeting of the Nodal Officers of the National Informatics Centre, Directorates of Higher and Technical Education and School Education & Literacy it was decided to request the Directorate of Information and Public Relations to translate the consultation document into Khasi and Garo languages so that effective consultation can be taken up, and the same has been completed.

Our Officers have attended the consultative meeting convened by the University Grants Commission for improving the quality of regulation and integrating skill development in higher education on the 11th August 2015 at New Delhi. In the meeting skill development was also proposed for the schools up to the higher secondary level of education.

We are in the process of organizing a State workshop in which Resource persons from the Ministry would guide us on the way forward to framing the policy.

A Status Report on CABE Committee on Extension of the Right of Children to Free and Compulsory Education Act, 2009 to Pre-School Education and Secondary Education

The State Govt. of Meghalaya is inclined to agree to the status report on CABE Committee to extend the Right of Children to Free and Compulsory Education Act, 2009 to pre-school education and secondary education with the expectation that the Central government would also consider sanctioning more posts for the teachers in elementary schools which are also having pre-school students. Out of 14,000 elementary schools, around 700 of them are having pre-school section which is being currently served by the elementary school teachers.

In case the free Education is extended to Secondary Schools, the State Government urges for a financial support from the Centre. Education being a state subject, free Education made compulsory by a Central Act puts a lot of strain on the limited resources of the State especially for a cash-strapped State like Meghalaya. In our State a Committee headed by the Principal Secretary is already in place for studying and laying down a policy on pre-school education.
• **Status of NCC/NSS in schools and colleges**

In our State we have schools and colleges with a total of 4717 NCC cadets and 29400 NSS volunteers. The State government agrees in principle on making NCC/NSS as an elective subject. However, the final decision and implementation of the same will depend on the factors such as the weightage of the subject in the Gradation/Marks in the examination, weightage in admissions into institutions of higher learning, the availability of teachers for exclusive teaching of the subject, the related infrastructure requirement and the availability of finances for same.

• **Lightening Burden of School Children**

The Guidelines for Lightening Burden of School Children proposed by the Department of School Education & Literacy outlined in Page 18 of the Agenda Items of the 63rd Meeting of the CABE speaks of:

"The School Principals and teachers should frame a well-designed timetable for each section of the class so that children do not have to carry too many books or notebooks to the school each day and also ensure that the co-curricular activity periods are held along with the other periods on daily basis there by having an equitable distribution of weight of school bags."

We propose that All textbooks at the primary level are supplied free of cost through the SSA programme. These textbooks may perhaps be stored well in the classroom itself and utilized only during classroom transaction. The materials for co-curricular activities may also be stored in the school itself. If all co-curricular activities are conducted within the school hours and not assigned for home-work, the question of carrying heavy school bags does not arise. All textbooks in the primary level may perhaps be incorporated with course books (work books) to remove the burden of extra exercise books.

Parents should be requested to buy a child friendly bag which is comfortable to use and light in weight. It needs to be reinforced at every level i.e. Principal, Faculty heads, Teachers and Parents. The minimum weight of a school bag to be carried by a pupil at each level (Classes I, II, III, IV & V) may perhaps be assessed appropriately and accurately. This may perhaps be followed by directives issued by appropriate authorities to schools not to exceed the weight limit of school bags. Through the SSA programme, the development of child friendly school bags may perhaps be initiated. If "Lightening Burden of School Children" is to be viewed beyond textbooks, especially, in the area of assessment, the contents of each textbook may perhaps be phased out proportionally for both formative and summative assessment. Therefore, the existing CCE system may perhaps be reviewed to add flexibility and the suit "State Specific" needs.

For the Upper Primary level upwards we may encourage teaching using ICT tools through tablets and computers and this is a possibility with the National Optical Fibre Network (NOFN) plans that the central government has initiated ensuring broadband connectivity up to the Village level. We should encourage setting up of digital libraries which could be used as local resource centres for knowledge building at the Block and Village level.

With these few words I would like to thank the HRD Ministry for holding this meeting and I hope that the discussions and deliberations being held here today would bear fruition in building a policy framework for the future of the students.

Thank you and Jai Hind
Speech of Hon’ble Minister, Education, Assam, Sri Sarat Barkatay in connection with the Meeting of Central Advisory Board Education (New Delhi 19/08/2015)

Hon’ble Minister, Human Resource Development; Hon’ble Ministers of Education of various States; respected dignitaries, officials and invitees. At the outset, I on behalf of Govt. of Assam express heartiest thanks for giving me the opportunity to address this august gathering on the occasion of 63rd meeting of Central Advisory Board of Education.

2. Madam Chairperson, as regards the implementation of new Education Policy, I am pleased to inform you that the process for consultation right from the Gaon Panchayat level to the State level in Assam has been started. Consultation Committees for all the level has been notified to discuss on the 33 themes identified for formulation of the new Education Policy. I hope that after the consulting process the Govt. will be in a position to adopt the new Education Policy to the changing needs of the society.

3. Madam Chairperson, as regards extension of RTE Act to pre school education and Secondary Education, I would like to say that the intervention of Education Department is highly essential even in the pre-school education stage. A proper education system should start with the 4 year old children instead of the present system of 6 year. In addition to the above, I would like to place before you that as per the provisions of RTE Act, 2009 each Lower Primary School should have a minimum of two teachers. However, it is a challenge for two teachers to attend the students of five classes at the same time. Therefore, I feel that in order to ensure better quality of teaching, each Lower Primary School should have five teachers so that there is one teacher for each class.
4. Madam Chairperson, in addition to the above, I would like to point out about some of the schemes implemented by the Govt. of India, which have limited tenure and after that the responsibility of implementing the schemes is wholly transferred to the State Government. A poor state like Assam faces a lot of difficulties in continuing such schemes and as a result the very purpose of running of the schemes become frustrated. The examples of such schemes are ICT at schools, Model Schools, Vocational Education etc. I propose that schemes which are designed and developed by Govt. of India should be of continuous and durable in nature and not for a very limited period.

5. Recently, NCTE redesigned the training course, i.e., B. Ed course from 1 year to 2 years. In view of the need to ensure uninterrupted classes, the school authorities cannot spare teachers for 2 years, full-time B.Ed enrolment. To cope with the situation without affecting the normal classroom transactions, it is requested to allow the K. K. Handique State Open University to run the B.Ed in Open and Distance Learning Mode. NCTE may be suitably advised to prepare necessary guidelines on the same. Government of India may also kindly allow enhancement of existing seat capacity for B. Ed in the existing CTEs and IASEs. Similarly, the enhancement of seat capacity of existing DIETs/ BITEs for D. El. Ed course should be considered.

6. Madam Chairperson, presently the activities of NCC/Bharat Scout & Guides in schools is partial. The programme is presently administered by Sports & Youth Welfare Department. In this connection, my suggestion will be that NCC/ Bharat Scout & Guides should be incorporated in the school curriculum and the Govt. of
India should extend 100% financial support for the same including providing of materials, uniforms, training and camps, salary for instructors and guides etc.

7. There is a need to align growth of Technical Education as a Skill Development mission. This will pave the way for convergence of vocational education with School and ITIs, between Universities and Technical Institutions ranging from polytechnics to Engineering colleges to IITs. In this context, the existing Workshops of ITIs-Polytechnics-Engineering Colleges need to be modernized. The industry and other development agencies can collaborate to develop these workshops for productive uses.

8. Research agenda should be prioritized at the higher educational institutes to meet the needs of the state, public and private sectors. Both the centrally funded and state funded institutions ought to support regional level development under such a framework.

9. The funds provided to state Universities and state Engineering Colleges are far below than the funds provided to the central universities. Enhanced support from the central Govt. is needed to improve the higher education scenario of the country, as these institutes ultimately are supplying the major part of the quality human resources of the country. For expansion of Higher Education, the Govt. of India should come forward for extending adequate financial help for Universities run by the State Governments to develop their infrastructure, open new disciplines, establish centres for inter-disciplinary studies. The Govt. of Assam has established a special University for women and Assam Science & Technology University to promote women entrepreneur as well as for improvement of basic science in Assam. I urge to extend financial assistance to such institutions of Govt. of Assam.
10. With these words I urge upon the Ministry of Human Resource Development, Govt. of India under your dynamic leadership to come forward with visionary ideas and extend the much needed supports to the State Government to enhance the reach and the quality of learning, at all levels, from the primary to the University and make India the super power of Human Resource in the world.

I hope that the deliberations in today’s meeting will come out with positive outcomes, conclusions and decisions accordingly.

Thanking you all for your patient hearing,

(Sarat Borkotoky)
Education Minister, Assam
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ii. To include imparting knowledge on gender issues in the school/college/university curriculum with special reference to laws relating to women. | 1-11 |
| Shri Latif Magdum, | To establish University for Muslim women. | 12-14 |
| Shri Dhirendra Nath Bezboruah, | i. Standard of higher education in our universities and non-availability of a single university that ranks among top 200 universities of the world.  
ii. Bizarre cut-off scores for admission to colleges in Delhi and present system of grading in schools. | 15 |
| Prof. (AR.) Uday Gadkari, | i. Prescription of Norms & Standards of Architectural Education in the Country - Maintenance of uniformity of standards in all institutions all over India.  
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| Shri Latif Magdum, | Inclusion of passages/poems from the books written by Bharat Ratna Late Dr. A.P.J. Abdul Kalam in the English language text books prescribed by SSC and HSC boards. | 17-18 |
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| Shri T. Thiagarajan, Education Minister, Govt. of Puducherry | i. Financial assistance for implementing RTE Act;  
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| Ministry of Culture | i. Museums  
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| | II. Conferment of Deemed to University status to Central Institute of Buddhist Studies, Leh  
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| The Institute of Engineers (IoE) | i. Promote a non-formal channel of Professional education and training in engineering being imparted by IoE;  
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| Ms. Indumathi Rao                          | i. Baseline data on the number of students with special needs studying in higher education in India  
   ii. Baseline data on universities and colleges which offers disability related HRD and barrier free built and learning environments.  
   iii. Baseline study of students with special needs in secondary schools who are likely to enter higher education/skill development in 2016-2019. | 40   |
Dear Smt Smriti Irani ji,

I thank for your letter requesting suggestions on the agenda points for the 53rd meeting of the Central Advisory Board of Education (CABE) on 19th August 2015.

Since the meeting will deliberate on important issues relating to elementary, secondary and higher education, I would request you to include the following as agenda points for the discussion:

1. To initiate the steps for identifying Gender Champions in educational institutions to mainstream gender sensitization in these institutions.
2. To include imparting knowledge on gender issues in the school/college/university curriculum with special reference to laws relating to women.

My Ministry vide D.O. letter no 4-2/2014-WW dated 18th June 2015 and subsequently O.M. of even number dated 3rd July, 2015 has shared the guidelines for Gender Champions. These gender champions are envisaged as responsible leaders who shall facilitate an enabling environment within their education institution where girls are treated with dignity and respect. The background note along with guidelines are enclosed for reference.

With regards,

Yours sincerely,

[Smt. Maneka Sanjay Gandhi]

Smt. Smriti Zubin Irani,
Minister for Human Resource Development,
Shastri Bhawan,
New Delhi - 110001
BACKGROUND NOTE ON GENDER CHAMPIONS

A meeting of Committee of Secretaries was held under the Chairmanship of Secretary Coordination on 21.05.2015 to tackle the menace of sexual crimes against women. One of the action points that emerged in the meeting is about Gender Champions, involving Ministry of Women & Child Development and Ministry of Human Resource Development. Subsequently, the Ministry has developed the guidelines for Gender Champions.

Gender Champions are envisaged as responsible leaders who will facilitate an enabling environment within their schools/collages/academic institutions where girls are treated with dignity and respect. They will strengthen the potential of young girls and boys to advocate for gender equity and monitor progress towards gender justice.

The broad mandate of Gender Champions is to provide an integrated and interdisciplinary approach to understanding the social and cultural constructs of gender that shape the experiences of women and men in society. The aim is to make young boys and girls gender sensitive and shape positive social norms that value the girls and their rights.

Gender Champion Clubs are envisaged in educational institutions. These clubs can organize focused group discussions, debates, poster competitions, thematic plays, workshops etc., identifying gaps in school/collage's activities vis-à-vis gender, and make recommendations on how to address these gaps. The Gender Champions Club can organize school's annual union or college fest on the theme of gender equality and women's empowerment and encourage students to sign up and express their support for gender justice and equality. They can organize exposure visits to various public service institutions at the village, block, district and city level (public health centers, hospitals, post offices, banks, police stations, block office, DM/DM office to facilitate knowledge about gender issues as they affect diverse populations.

These Gender Champions shall be identified by a Screening Committee formed by the principal/Head of Institution. It is also envisaged that a formal training programme shall be organized to equip and empower the Gender Champions. At the end of each quarter, Gender Champions shall submit a report to the nodal teachers, on the implementation of activities related to gender equity.
On the basis of the quarterly progress reports, Gender Champions will be assessed according to his/her level of proficiency and accomplishment. These quarterly reports will be assessed at the end of his/her tenure to measure his/her performance. The Gender Champions will be awarded with a certificate of appreciation from the Head of the Institution for his/her committed efforts towards promoting gender equality.

A competition has been announced for the design of badges for Gender Champions through Beti Bachao Beti Padhao page on MyGov portal.
Guidelines for Gender Champions

1. Introduction

Gender socialization of both boys and girls begins early, and it is important to initiate change processes at a young age to shape attitudes and transform behaviors. Schools and colleges play a major role in this regard, because students spend large amounts of time engaged with peers in such settings. Creating positive social norms in educational institutions that value girls and their rights is important to improve the well-being of girls and achieve long-term and sustainable social change.

India is home to around 232 million individuals aged 15-24 years, who account for 19.15% of the country's population. Engaging with these young boys and girls is crucial to help them critically assess notions of masculinity and question prevailing gender inequities. We need to tap into the goodness and sense of justice of these young boys and girls, and give them tools to maintain these goals as they encounter people and experiences that are different from their own. We need to engage with these boys and girls to challenge and shift gender norms that contribute to girls and women having less worth, opportunities and decision-making ability than boys and men.

In order to promote gender equality, guaranteed by Article 15 of the Indian Constitution, we need to change the mode of interaction at all levels - home, school, workplace and so on. To increase the outreach for creating an environment that fosters equal treatment, Government of India envisages engagement of Gender Champions in all schools and colleges across the country. Gender Champions can be both boys and girls above 18 years of age enrolled in educational institutions. It is a joint initiative of the Ministry of women and Child Development and Ministry of Human Resource Development.

2. Vision

Gender Champions are envisaged as responsible leaders who will facilitate an enabling environment within their schools/colleges/academic institutions where girls are treated with dignity and respect. They will strengthen the potential of young girls and boys to advocate for gender equality and monitor progress towards gender justice.
3. Objective
The broad mandate of a Gender Champion is to provide an integrated and interdisciplinary approach to understanding the social and cultural constructions of gender that shape the experiences of women and men in society. The aim is to make the young boys and girls gender sensitive and create positive social norms that value the girls and their rights.

4. Roles and Responsibilities of a Gender Champion
The responsibilities of the Gender Champion will include the following:

i. Provide overall guidance to the peer group in integrating mainstreaming gender in all activities of the institution in the form of focused group discussions, debates, poster competitions etc.

ii. Engage a variety of stakeholders from the school, college, civil society organizations, women’s groups and media in gender mainstreaming activities.

iii. Identify gaps in school/college’s activities vis-a-vis gender and make recommendations on how to address these gaps, e.g., observe classrooms to detect bias in interactions.

iv. Promote Gender Champion Club in their educational institutions and undertake innovative activities, like creating a website or blog on gender equity and regularly writing an equity column on issues e.g., untold stories of extraordinary men and women who changed lives of women and girls, about enabling legislations, government schemes or about finding a new Gender Champion or higher educational institution, or competitions to analyze greeting cards from gender perspective, organize film fest on gender equity etc.

v. Organize awareness programmes on various gender issues including legislations to influence behaviour change. This could be facilitated through workshops, theme based plays, films, painting competition, etc.

vi. Organize the school annual function or the college fest on theme of gender equality and women’s empowerment and encourage students to sign up and express their support for gender justice and equality in attractively designed Gender Champion booths.

vii. Organize exposure visits to various public service institutions at the village, block, district and city level (public health centres, hospitals, post offices, banks, police stations)
stations, block office, SDM/DM office to facilitate knowledge about gender issues as they affect diverse populations.

viii. Popularize phone numbers of such services as police helpline, women helpline, hospitals among students.

ix. Arrange for providing necessary life skill education and information/guidance about existing public services to their fellow students.

x. Demonstrate knowledge of important Government schemes, events, legislation, and court rulings which has a major impact on the treatment and experiences of diverse groups.

xi. Document best practices to measure the extent of behavior change and display the same through exhibitions, stalls, annual magazines etc.

5. Eligibility Criteria

A Gender Champion should fulfill the following eligibility criteria:

- Gender Champions can be both boys and girls above 16 years of age
- Should be enrolled in and regularly attending school or college.
- She/he must have secured minimum of 50% marks or equivalent grade in the annual examination/school leaving certificate
- Excellent oral, written, and presentation skills
- Should have demonstrated leadership qualities
- Excellent understanding of the socio-cultural issues and prevailing gender norms and practices

6. Selection

The students shall be selected by the Head of the Institution in consultation with the student representatives as Gender Champions on the basis of their intelligence, decisiveness and honesty, which are absolutely essential qualities of a leader. The selection decision will also be based on whether the candidate:

i. engages him/her in visible and hands-on initiatives to reduce gender disparities and has organizational skills, including the ability to manage priorities,

ii. makes continuous and substantive time investments in mentoring his/her peers,

iii. is easily recognizable by students/peers as a supporter of gender equality and
IV. Has experience in the field of gender equality, and an in-depth understanding of key issues and debates.

6.1 Suggested Selection Process

The process of selecting the Gender Champion is as follows:

- Head of the Institution will put up the guidelines/eligibility criteria in the notice board of all schools and colleges across the country.
- Applications from interested Gender Champions shall be invited giving time of at least one month.
- Applications shall be received by the Office of the Head of the Institution. Short-listing of eligible candidates will be done by the Screening Committee formed by the Principal/Head of Institution. The Screening Committee will have among others, two student representatives (one male, one female). Also at least one member should be a woman or a lady teacher, to be co-opted by the Committee.
- After verification of the credentials of the shortlisted candidates, the incumbent can be called by the Principal/Head of the Institution (heading the Screening Committee) for screening/interview and selection.
- The Principal will issue the Gender Champion Badge and the selection letter to the best candidate(s).

7. Appointment of Nodal Teachers

Depending on the strength of the educational institution, one or more teachers will be assigned to function as nodal teachers to facilitate the activities of the Gender Champions.

8. Duties and Responsibilities of Nodal Teachers

i. Provide overall guidance to the Gender Champions on various aspects of activity implementation
ii. Participate in all meetings organized by the Gender Champions
iii. Motivate and influence the Gender Champions to constantly pursue their activities
iv. Communicate with a wide range of stakeholders to facilitate the work of the Gender Champions
v. Facilitate Gender Champions to organize training programmes and other events.
6. Collect quarterly reports of the Gender Champions, assess them and send it to the Head of the Institution.

9. Annual Activity Calendar
The Gender Champions along with the nodal teachers appointed for facilitating them will draw up an Annual Activity Calendar meant for the students of that educational institution. Activities may be planned for any two days in a week. The Activity Calendar will be based on the roles and responsibilities of the Gender Champion mentioned above.

10. Term of the Gender Champion
The term of the Gender Champion shall initially be for a period of one year and extendable for 1 or more years as may be decided by the Head of the Institution. The Gender Champion will receive a certificate of appreciation from the Head of the Institution for his/her committed efforts on successful completion of activities towards promoting gender equality.

11. Identity Cards to Gender Champions
Gender Champions will be given an Identity Card to authorize their identity, visibility and engagement with the students and other stakeholders to undertake their specific activities. They shall be provided with a special badge after their selection.

12. Training
It is envisaged that a formal training programme shall be organized to equip and empower the Gender Champions. This shall include IEC material pertaining to information about gender stereotypes, various forms of gender based discrimination, gender equity and equality, legislations, life skills etc. Training programmes will be organized by the schools/colleges with inputs from experts. The method of training will be participatory and interactive to enable the Gender Champions: further sensitize students, peer group in schools/colleges and family members on gender issues. The Ministry of Women and Child Development will be designing a model training module on sensitizing Gender Champions on gender issues.
13. Monitoring and Reporting

The Head of the institution will maintain a list of Gender Champions with their contact details and verification status. The school/college will also keep a record of efforts/initiatives undertaken by the Gender Champions. At the end of each quarter, Gender Champions will prepare and submit a report to the nodal teachers on the implementation of activities related to gender equity. The report will be based on the Gender Champions daily diary. The quarterly report will be submitted in a pre-designed format with suitable enclosures as required (Annexure II).

14. Assessment and Evaluation

On the basis of the quarterly progress reports, each Gender Champion will be assessed according to his/her level of proficiency and accomplishment. These quarterly reports will be assessed at the end of his/her tenure to measure his/her performance. The Gender Champions will be awarded with a certificate of appreciation from the Head of the Institution for his/her committed efforts towards promoting gender equality.
APPLICATION FORM FOR ENGAGEMENT AS GENDER CHAMPION

1. Name (in Block letters)

2. Sex (Male/Female)

3. Date of Birth (DD/MM/YY)

   (Attach valid proof of Date of Birth)

4. Parent/Guardian's Name

5. Residential Address

6. Mobile Number

7. Email Address

8. Community (SC/ST/General)

9. Educational Qualifications: (Please add additional diploma/any other additional qualifications, if any)

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<th>Degree/Class</th>
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10. Computer Skills

11. Languages Known
12. References

(Please attach letters from 3 referees)

13. Why do you want to become a Gender Champion (not more than 250 words)?

Declaration:

I hereby declare that the statements made in the application are true and complete to the best of my knowledge and belief. I understand that the action can be taken against me in the event of any of the said information furnished by me being found false or incorrect.

Signature of Applicant: __________________________

Date __________________________

Place __________________________
To The Secretary,  
Ministry of Human Resource Development,  
Department of Higher Education,  
128-C, Shastri Bhawan,  
New Delhi - 110011


Subject: Resolution to establish University for Muslim Women.

Dear Sir,

Thank you very much for your letter dated 13th July 2015. Accordingly, I am sending herewith my proposal / resolution to establish University for Muslim women for discussion in the meeting of Central Advisory Board of Education (CABE) to be held on the 19th August 2015 at Hall no. 6, 2nd floor, Vigyan Bhavan, New Delhi.

Regards,

Yours sincerely,

[Signature]

Latif Magdum
Member,  
Central Advisory Board of Education (CABE)

[Signature]

P. A. Inamdar  
President  

[Signature]

Latif Magdum  
Hon. Secretary  

Date: 22/07/2015

 Maharashtra Cosmopolitan Education Society  
2390-B, K.D. Mahajani Road, Camp, Pune 411 001, Tel.: 26452040, 26452384, 26452022, Fax.: (20) 26450112  
Email: info@mcesociety.org, info@maharashtracollege.org Website: www.mcesociety.org  
secretary@maharashtra.com
MUSLIM WOMEN'S UNIVERSITY
MUSLIM MAHILA VIDYAPEETH
RESOLUTION

I. A family, which is not headed by an educated woman fails to make any progress. This is particularly observed in the Muslim community and that this is the main reason, why this community is backward and lagging behind in all the spheres of development. Education is the only solution to enlighten the Muslim community. During the last few years Muslim girls are taking school education and study up to S.S.C or H.S.C level. However the number of dropouts is unbelievable. The scenario in the rural area is disheartening. Even after passing the S.S.C or H.S.C examination parents prevent their daughters from going to college due to many wrong religious notions. It is therefore proposed that the university on the pattern of SNDT. University, Pune be established for Muslim Women. This would certainly change the whole panorama and contribute at large to the process of nation building.

II. a) To establish university with hostel facilities for Muslim Women on the pattern of SNDT University, Pune.

b) The Head Office of the university will be located in Pune (Maharashtra state) with branches throughout the country.

c) The university will have all the facilities as any other university.

d) The working of the university will be in accordance with the rules and regulations of the UGC and the State Govt. and Govt. of India.

e) The university will adopt the national policy of education.

f) The university will also be open for students of all other communities.
g) All the Muslim Girls, colleges throughout the country will be affiliated to the said university.

ii) All the Madrasas in the country be converted into regular schools / Junior Colleges imparting Education as per the national education policy. The medium of these schools or colleges will be English.

IV Executive Council:

a) An executive-council to be constituted by the Central Advisory Board of Education (CABE) and / or the Ministry of Human Resource Govt. of India. 

b) The members of the executive council will be nominated / approved by the Central Advisory Board of Education (CABE) and / or the Ministry of Human Resource Govt. of India.

c) The executive council will formulate the infrastructure of the university.

d) The executive council will prepare and submit its reports to Central Advisory Board of Education (CABE) and / or the Ministry of Human Resource Govt. in due course of time.

d) Different bodies such as academic council, advisory council etc. will be constituted by the executive council.

e) The meeting of the executive council will be held at least once in a month in any Govt. Training college in Pune at the initial stage.

Submitted by

[Signature]

Latif Najarudin

Member,

Central Advisory Board of Education (CABE)

M. No 01/22.697 5736
Message for Shri Vinay Sheel Oberoi, IAS, Secretary, Department of Higher Education, Ministry of HRD

Dear Shri Oberoi,

Thank you for your kind invitation to the 63rd meeting of the Central Advisory Board of Education to be held on 19 August 2015. I plan to attend the meeting, and have already requested a room booking at the India International Centre. In case accommodation at the IIC is not available, I shall get in touch with you again for arrangements for accommodation. I shall send you a brief note on two important issues that need to be discussed. The first relates to the standard of higher education in our universities and the fact that we do not have a single university that ranks among the top 200 universities of the world. The second relates to the bizarre cut-off scores for admission to colleges in Delhi and the questions of reliability and validity that naturally arise about the present system of grading in the school final examinations of the country and the illusory value of the very high marks that are secured at such examinations these days.

May I also draw your kind attention to the spelling of my surname that is not a familiar one in Delhi?

With warm regards,

Yours sincerely,

Dhirendra Nath Bezbjian
Ref. No. CA/28/2015/MHRD (CABE)
July 29, 2015

Dear Shri Oberoi Ji,

I am pleased to receive your D.O. Letter No. 2/4/2015-PN-I dated 13th July, 2015, inviting me to the 63rd meeting of CABE scheduled to be held on 19th August, 2015 at Vigyan Bhawani, New Delhi and also asking issues for discussion in CABE and thank you for the same.

In this regard, I shall be grateful if following issues are listed in CABE meeting:

1. Prescription of Norms & Standards of Architectural Education in the Country - maintenance of uniformity of standards in all Institutions all over India.

2. NATA conducted by the Council of Architecture as a Single Window Aptitude Test for admission to Architecture Course in the country.

I also confirm my participation in the meeting.

With warm regards,

Yours sincerely,

Uday Gadkari

Shri Vinay Sheel Oberoi, IAS
Secretary
Department of Higher Education
Ministry of Human Resource Development
Government of India, Shastri Bhawan
New Delhi - 110 115
Maharashtrica Cosmopolitan Education Society

To,

Shri Vinay Sheel Obraon
Secretary
Ministry of Human Resource Development,
Department of Higher Education,
128-C, Shastri Bhavan,
New Delhi - 110015

Subject: Memorial of Bharat Ratna Dr. M. I. Abdul Kalam

Resolutions

Dear Sir,

Please note the enclose herewith a resolution for the discussion in the meeting of Central Advisory Board of Education scheduled to be held on Wednesday, 19th August, 2013 at Vigyan Bhawan.

Regards,

Yours sincerely,

[Signature]

[Name]

Member,
Central Advisory Board of Education (CABE)

[Serial No. 0922 6335776]
Resolution

In view of the memorial of People’s President, Bharat Ratna Dr. A.P.J. Kalam, a five member committee of teachers and educationists be constituted to select the passages / poems from the books written by Dr. A.P.J. Kalam. The passages / poems will be included in the English Language text books prescribed by the S.S.C and H.S.C Boards throughout the country including Jammu and Kashmir. This work of selection of passages can also be assigned to the Maharashtra Text Book Bureau, Bhallbharam, Pune.

Submitted by

[Signature]

Lalit Manglam

Member,
Central Advisory Board of Education (CABE)

M. No. 09226395776
Vinay

I hope you got my email request for a meeting on the proposed Apprenticeship linked online campus for our Skill University.

Pending that, I look forward to seeing you at the CABE meeting on August 19th. Your letter mentioned that there was a possibility of including some items on the agenda for the meeting and I'd like to submit three for your consideration:

1. **AMENDMENTS TO THE RIGHT TO EDUCATION ACT**: The current provisions of the Act have a useful focus on inputs and enrollment but I think it would be useful to review them from the perspective of learning outcomes. It might be useful to appoint a sub-committee of CABE to hold wide consultations to amend the Right to Education Act to the Right to Learning Act and review various provisions like the no-detention policy, recognition norms based on inputs, learning or age appropriate class, learning outcomes duty for teachers, apply same norms for government and private schools, remove regulation on compensation subject to all labour law compliance, etc.

2. **HIGHER EDUCATION REGULATORY REGIME OVERHAUL**: Higher education is not what it used to be globally (31% of retail sales clerks in the US, 60% of taxi drivers and 15% of high end security guards in India now have a college degree) and India's massification of higher education requires biodiversity. We may consider two separating two regulatory regimes; one for small research universities (focused on knowledge and global rankings) and the other for large vocational universities (focused on employer connectivity and delivery via distance education and apprenticeships). This will allow innovation and experimentation to flourish and blunt the current impossible trinity of cost, quality and scale. It will also create better linkages between skills, schools and higher education.

3. **DEREGULATE ONLINE EDUCATION**: Using technology for education delivery is key to the massification of higher education (reducing cost and improving access). In an online world, overseas universities can freely operate in India and currently have a large number of students. All existing universities in India should be allowed to offer their courses to students all across the country and there is no need for a separate regulator for distance education. This will greatly accelerate the connection between vocational and higher education and encourage innovation in delivery models and catalyze creative employer linkages.

Look forward to catching up in person soon.

Warm Rgds

Manish Sabharwal
Sr. - Regarding 63rd meeting of the Central Advisory Board Education is scheduled to be held at 10 AM on 19th August 2015.

Dear Shri Khanna,


The suggested agenda items for the above meeting is enclosed herewith for your kind perusal and necessary action.

Yours sincerely,

(S.R. Mohanty)

Shri Sabash Chandra Khanna,
Secretary,
Govt. of India,
Ministry of Human Resource Development,
Department of School and Lifevity,
Shastri Bhavan,
Government of Madhya Pradesh
Proposed Agenda
For
Meeting of the Central Advisory Board of Education-19th August 2015

1. Review of prohibition of examination at elementary level: The current provisions of the RTE Act, 2009 regarding prohibition of holding of Board Examinations at elementary level needs to be reviewed as this has resulted in a deterioration in the learning levels. Further, it also hinders the ability of government to evaluate the performance of teachers.

2. Support for effective implementation of ‘no holding back’ provision: As per the existing provisions no child is to be held back/expelled till completion of elementary education. While this is an important measure to minimise drop out, it has also unfortunately adversely impacted academic rigour. This provision needs to be reviewed. In addition, to ensure that the spirit behind the above provision is translated into intended outcomes at the field level, additional support under SSA is required to help all children achieve prescribed levels of attainment. This support would include resources for remedial teaching and other school specific academic intervention. Presently, funds are being received only for mainstreaming the out of school children.

3. Central support for capacity building of State teacher training institutions: Technical and financial assistance should be made available by the Central Government to state level Teacher Training institutions. At present, the financial assistance is a meagre Rs 10 lakh for our State. Further, technical experts should also be associated with each State to enable knowledge sharing and online teacher training courses should be developed.

4. Minimum one teacher per class in Primary and Middle Schools: At present, as per the provisions of the RTE Act, 2009 the requisite number of teachers is as per the enrolment of students in the school. This should be revised to one teacher per class both in the primary as well as in the middle schools. In addition, there should be one room per class and funds required for this additional infrastructure should be provided by Centre.
5. Funds for rationalisation of elementary schools: In pursuance of the recommendations of the Centre regarding limits of neighbourhood within which a school has to be established, M.P. has achieved universal access. However there are about 4400 zero teacher schools and 17600 single teacher schools. The process of recruitment has been initiated and in the interim it is suggested that some primary schools be combined and the children in their respective catchment areas be given support to travel the extra distance. Financial support in this regard may be extended by the Centre.

6. States to be given administrative control of CBSE affiliated schools: Administrative control over CBSE schools in the State is required to ensure that these schools are also functioning as per the provisions of the RTE Act. This is important as the wards/parents are residents of the State and approach the State authorities for taking note of their problems which we are unable to resolve due to lack of control.

7. Extension of the time period of 5 years for passing degree/diploma in education (B.Ed. and D. Ed) by teachers appointed before the RTE Act: RTE Act mandates that the school teachers, who do not possess minimum qualification prescribed by the academic authority at the time of commencement of the Act, shall have to acquire the qualification within a period of 5 years. Most of the teachers in the government schools have acquired the requisite professional qualification but a large number of teachers in the private schools are still professionally unqualified. It is therefore requested to extend the period by 4 years from 1st April, 2015 to enable the remaining teachers to acquire the requisite qualification.

8. Extension of the scope of RMSA: New higher secondary schools should also be sanctioned along with high schools. Further, the powers to decide the places where the schools are to be opened should be given to the State. At present, this decision is taken by the Central Government. There is also need for more flexibility in utilisation of central funds as allowed in many other central schemes.
9. Revival of Model school scheme: These schools were opened in educationally backward blocks, especially for girls. However, this scheme has been suddenly dropped this year in the central budget which should be reconsidered as it is an intervention targeted at bridging the gender gap.

10. Funds for providing essential infrastructure for developing co-scholastic abilities: As development of co-scholastic abilities is an integral part of the overall development of the child, funds for provision of enabling infrastructure such as laboratory, sports facilities, boundary walls, etc., should be provided.

11. Control over the State and district units of Bharat Scouts and Guides: Complete control over the State and district units of Bharat Scouts and Guides must be given to the State Government as the activities of these units are carried out within the State. The Minister in charge of the School Education department of the State should be declared ex officio Chairperson of the state unit and District Collector of the district unit.

12. Yoga and elective course for NCC should be introduced in the school syllabus.

13. Sanction of Chowkidar hut as part of all the girls' hostel schemes of the Central Government: There are 207 hostels running under KGBV scheme for the girls and 324 girls' hostels under the state budget. The security of the girls residing in these hostels is an utmost priority. A Chowkidar is deployed in every hostel around the clock and to ensure he is able to exercise vigil he needs to be provided a residential facility within the hostel premise. Additional funds may be provided for this purpose.

14. Reduction of weight of school bags: The State is in agreement with the suggestion to reduce the weight of school bags which may be done by preparing the time table in such a way that not more than two-three subjects are taught in a day, provision for lockers/shelves to keep books within the school etc.
No.1-7/2015-ECCE
Government of India
Ministry of Women and Child Development

New Delhi, Dated: 14 August, 2015

Office Memorandum

Subject: 63rd Meeting of the Central Advisory Board of Education (CABE)

The undersigned is directed to refer Ministry of Human Resource Development’s letter NO.2-4/2015-PN-I dated 13th July, 2015 regarding issues to be discussed in the 63rd Meeting of the Central Advisory Board of Education (CABE) under the Chairpersonship of the Hon’ble Minister of Human Resource Development:

2. As CABE is the highest decision making body in the field of education, I would like to request you to consider following items:

(i) Greater coverage of Human Resource Development (Department of School Education & Literacy) and Ministry of Women Child Development on ECCE.

(ii) Restriction of sale and availability of junk food in School/Colleges/Universities.

This is in line with the Annual Plan (2016-2017).

(Shiuli Roy)
Deputy Secretary (ECCE)

Ministry of Human Resource Development,
Department of Higher Education,
Room No.206, C-Wing, Shastri Bhavan,
New Delhi - 01
The article titled "Over 2000 students dropped out of IITs in the last three years" published on 6th August in the Times of India has prompted me to share the following with the distinguished members of the CAGE.

In the last decade, a great deal of research has been done worldwide on higher education and its impact on youth. Studies show that the crucial missing element in preparing students for challenges of the 21st century is lack of life skills and value education. The quality of parents towards character building and neglect of schools in this domain leaves a young person floundering in the competitive pressures of higher education.

Most importantly, I am reminded of our honorable Prime Minister's interaction with the children on Teachers' Day in 2014. For the first time ever, the priorities of education systems were gently veered towards the real meaning of holistic development. The importance of play and learning, of rights and responsibility, of needs and wants of respect and duty, of nurturing character strengths and being ethical were very simply and eloquently stated.

Preparing children for life from the primary years and through out the crucial ten years of schooling has become a necessity.

There are numerous examples with data and statistics to substantiate the above.

1. The Voice of Teacher Survey 2014, an annual initiative of Pearson, focused on the education system's ability to drive learner outcomes and the challenges faced in achieving the same. According to the survey:
   - Nearly all the teachers (92%) believed that India's assessment system primarily focused on exam results.
   - The teachers themselves considered skill and personality development (94%) as the most important benchmark for measuring learner success, followed by preparedness for higher education and jobs (83%) and lastly the test and exam results (57%).
   - They felt that the factors that inhibited learning outcomes were declining student motivation and interest (76%), mismatch between syllabus and learning needs (66%) and focus of students and parents on exam results (65%).
   - The survey also revealed that the teachers considered real-life and practical exposure (63%) as the key factor in driving learning outcomes, followed by technology integration into teaching (51%), learning new methodologies (49%) and improved curriculum and assessment framework (44%).

2. Recent surveys of graduating seniors at Ivy League colleges revealed that even the most satisfied students felt that a key experience was missing.

One graduating senior wrote:

https://mail.google.com/mail/u/0/?ui=2...
Great! The CABC meeting on 19th Aug...experience in classes here at Harvard was...mechanics and history and chemistry. There were plenty of such courses. Yet there was no class where I could discuss questions such as, 'What do I really stand for? Where have my personal values come from?' are these values immutable? Do I expect them to be any different by the time I graduate from here in several years?'

Another student asked:
What constitutes living a 'good' life? Is this a different question from asking what constitutes living a 'useful' life? And how about what constitutes living a 'successful' life? They sound similar, yet the nuances are different.
Initiated at Harvard for High School and College Students - The purpose of Reflecting on Your Life program is to create an opportunity for freshmen/young adults to reflect - outside the classroom - on what matters to them and why.

I would be obliged if we could share ideas and views on relevance of character building, teaching life skills and value education in schools and colleges.
We can thus learn on the practicality of certain systems, the ground reality, the processes and their impact.

I am looking forward with anticipation to the first meeting of the CABC members as an opportunity to learn and to contribute towards holistic development of children and youth in our country.

Regards,
Manju Singh
+91 9821016784

i. '56% Kids lack the skills they are in' Sept 4 2014 Times of India

ii. In 2007, Professor Richard Light proposed an initiative to address these findings, and with the help of Professor Howard Gardner, Tom Grigman, Kate Steele, and a group of undergraduates, Reflecting on Your Life - involving with Important Questions was developed http://lca.harvard.edu/projects/reflecting-your-life

WorldKids Foundation
Kaleswar Building, Ground Floor,
5, Dadi Sheth Road,
Opp Balabhadra Marg,
Mumbai 400 007
India.
Tel. +91 22 2367 9858
Www.worldkidsfoundation.com
Respected Madam,

I am to refer to the D.O. letter No. 2-3/2015-PN-1 dt: 27.07.2015 and to enclose the important issues pertaining to elementary and secondary education of the UT of Puducherry to be included in the agenda item for discussion in the forthcoming Central Advisory Board of Education meeting.

With kind regards,

Yours sincerely,

(T. THIAGARAJAN)
EDUCATION MINISTER

To
Smt. Smriti Zubin Irani,
Hon'ble Minister for Human Resource Development,
Government of India.
NOTE ON AGENDA

- Financial assistance for implementing RTE act

The Government schools in the UT of Puducherry have very good infrastructure facilities and top the Educational Development Index (EDI) as per NUEPA grading. However, as per RTE Act, 2009 it is mandatory to provide 25% reservation of seats for the weaker and disadvantaged students in unaided private schools for which the fees is to be reimbursed by the Government of Puducherry. As it being additional expenditure to the State an amount of Rupees six crores may be extended as financial assistance to implement RTE act.

- Extension of financial assistance for MDM upto Higher Secondary

Government of Puducherry is providing Mid Day Meals to all the students studying from I std to XII std in the Govt. and Govt. aided schools so that 100 % retention of students in secondary and higher secondary level may be achieved. Whereas Government of India is granting financial assistance for the students studying up to VIII std only. Financial assistance may be extended by Government of India up to Higher Secondary.

- Restriction of No detention Policy to Class V

No detention policy in elementary education mandated by RTE as led to deterioration in quality of elementary education. This policy has created a negative impact on the students’ as well as parents' attitude and mentality. The indolence shown by the students and parents has left poor teacher in the lurch. Therefore, it is suggested that no detention policy shall be restricted to class V.

T. THIAGARAJAN
Minister for Electricity & Forest
F.No. 20-1/2015-CDN
Government of India
Ministry of Culture
(Coordination Section)

Shastri Bhawan, New Delhi
Dated the 12th August, 2015

OFFICE MEMORANDUM

Subject: 63rd Meeting of Central Advisory Board of Education (CABE) to be held on 19.8.2015 - issues to be included for discussion in the meeting.

The undersigned is directed to refer to the Ministry of Human Resource Development's D.O. No. 2-14/2015-PN-1, dated 13.7.2015 on the above mentioned subject and to enclose the issues to be included for discussion in the meeting pertaining to the Ministry of Culture.

2. This has the approval of Secretary (Culture).

(Rajesh Salia)
Under Secretary to the Government of India

Under Secretary (PN-1)
Department of Higher Education
Ministry of Human Resource Development
Room No. 433 - C,
Shastri Bhawan, New Delhi.

Copy for information to Secretary, Department of Higher Education, Ministry of HRD, Shastri Bhawan, New Delhi.
Ministry of Culture

Issues which could be discussed in the meeting of Central Advisory Board of Education on 19th August, 2015

1. **Museums**

   1. Ministry of HRD may be requested to popularize the study of subjects like Museology, Conservation, Fine Arts and History of Art in various colleges and universities, both Government as well as private through the introduction of Graduate/Post Graduate courses in these subjects. There is a tremendous shortage of educated and skilled museum personnel in the country who have knowledge of these subjects and, therefore, in order to preserve the rich cultural heritage of India more and more academic courses in these subjects need to be introduced in various colleges and universities for popularizing them. With the opening up of private museums/art galleries job opportunities have developed in this sector. The availability of trained and skilled manpower would also result in creation of more employment in this sector.

2. **Ministry of HRD could be requested to formally help in devising Post Graduate and undergraduate courses on Management of Art, Culture and Heritage encompassing all the areas of tangible and intangible culture, performing arts, visual arts, heritage etc. These specialized courses could be taken up for conducting in various colleges and universities including the IIMs. This will ensure a regular supply of talented and culturally-qualified professionals for the development of cultural sector in the country.**

3. **Ministry of HRD could be requested to explore the possibility of making the visits of school children to local museums (one visit per class per annum) as a mandatory part of their education curriculum and co-curricular activities. They could develop some system by which credits would be awarded to students who visit the museums as a part of school projects to get a firsthand knowledge of the museum artifacts. Further, schools can also be asked to devise a time-table during which selected classes on subjects like History and Art, Heritage etc. could be held in a place/gallery earmarked for this inside the museum premises.**
II. Conferment of Deemed to be University status to Central Institute of Buddhist Studies (CIBS), Leh.

All formalities including NoC from State Government from J&K and NAAC accreditation have been completed and UGC was requested at the level of Secretary (C) vide D.O. letter dated 7th November, 2014 to expedite their decision for an early conferment of Deemed to be University status to CIBS, Leh. Visit of UGC Expert Committee has been carried out on 25-26th June, 2015 to consider the proposal for grant of deemed to be University status to the Institute.

III. Cultural Function Grant Scheme (CFGs)

The following guideline relating to activity in schools has been included in the scheme as under:

"Henceforth it would be mandatory for the different grantee organizations to organize at least 2 activities (viz., functions, lecture, seminar, workshop, exhibitions etc.) in any of school in their vicinity. A certificate from the Principals of the concerned schools would be mandatory requirement for release of 2nd installment to the grantee."
August 12, 2015

Shri Rakesh Ranjan, IAS
Joint Secretary to the Govt of India
Ministry of HRD
Room No. 111
‘C’ Wing, Shastri Bhawan
New Delhi-110001

Sub: Inclusion of Viewpoints of IEI as an Agenda Item in the 63rd CABE meeting, 19 Aug 2015, Vigyan Bhawan, New Delhi

Dear Shri Rakesh Ranjan,

Please refer to the letter of MHRD Ref. D.O. No.2-4/2015-PN-I dated 13th July, 2015 inviting me to attend the meeting of CABE on 19th August 2015 at Vigyan Bhawan, New Delhi. I shall attend the said meeting. I have already confirmed my participation vide letter dated 04 August 2015 addressed to the Secretary, Department of Higher Education.

However, I would like to send herewith viewpoints of IEI to be included as an Agenda item for 63rd CABE meeting.

I request you to kindly include the enclosed viewpoints of this premier and largest professional body of engineers in the Agenda Item.

Looking forward to meeting you on 19th instant.

Thanking you

and

with best regards,

Yours Sincerely,

(LV MURALIKRISHNA REDDY)
Non-formal Education can be defined as any organised educational activity provided by the professional societies, outside the established formal system—whether operating separately or as an important feature of some broader activity to impart defined knowledge, skills, learning outcomes through systematic-continuous self-study, interventions, the set of examinations that is intended to serve identifiable learning clienteles and learning objectives. Non-formal channels of training working people (with skills/diploma etc) at the bottom or middle level of organisational pyramid for the needs of industry is very effective but it has to be done by competent body of professionals like City-Guild Model, London School of Music etc, or by the professional societies such as the Institution of Engineers (India) [IEI], Institute of Electrical and Electronics Engineers (IEEE), The Institute of Chartered Accountants of India (ICAI), etc as practised across the world. It ensures the vertical growth of millions across the globe and ensures their lifelong learning along with continuous improvement in their career.

Skilled persons having competency to handle practical problems have to have a channel for upgrading the knowledge in newer areas (without sacrificing their employment and wages at the same time could not able to shift their place of employment) for their personal vertical growth. Non-formal mode of education will be the best possible option which has the proven track record for nearly a century in many countries including India (by Institution of Engineers (India) through AMIE Programme and CA Programme by ICAI etc). Content planning, delivery, examination and evaluation, certification and validation shall be carried out by competent set of professionals specialising in the particular area under the banner of professional bodies, which is different from formal academic programmes.

Unique Features and Significant Achievements of Non-formal System of Engineering Education through IEI’s AMIE programme:

The Institution of Engineers (India) [IEI], established in 1920 based on the Report of the Industrial Commission, Government of India, 1916-18 and incorporated and is the only professional body in the country bestowed with the Royal Charter in 1935. IEI has played its active role as a member of the Central Advisory Board of Education (CABE) since it was established in 1920s. In consonance with the authority vested with the Institution under the Charter, the Institution has been conducting Sections A & B Examinations (popularly known as AMIE Examination) in core engineering disciplines since 1928, even before the formation of University Grants Commission (UGC) in 1946. Professional Engineers have been produced with adequate engineering skills and training was available to the then India, primarily through AMIE only, much before the proliferation of engineering colleges. As per the gazette notification and other circulars issued by MHRD, UPSC and UGC, passing of these examinations was recognized at par with degree in related field of engineering awarded by the statutory universities in the country for
employment and pursuing higher education including the Graduate Aptitude Test in Engineering (GATE) conducted by IITs for getting admission to ME/MTech etc. Even, the IEI was the only Accreditation Body in the country before formation of All India Council for Technical Education (AICTE) in 1987 and National Board of Accreditation (NBA) in 1994 and has encouraged, regulated and elevated the technical and general knowledge of persons engaged in engineering profession and promoted the ethical practices in engineering profession. IEI continues its journey successfully as a qualifying body for working professionals and learned society for the last more than 95 years.

a) It is the first professional body of engineers to start non-formal engineering education programme in the country for the benefits of working professionals by imparting engineering skills and education through AMIE programme to them.

b) AMIE Programme has been a pioneering effort by The Institution of Engineers (India) which offered “learn while you earn” mode since 1924. More than 2,50,000 have benefited and currently 7,00,000 working professionals are pursuing the programme as a non-formal education to upgrade their skills while they are working in PSUs, small and medium industries.

c) It is a matter of record that the Institution has been conducting AMIE Examinations in different engineering disciplines 19 years prior to independence and 22 years prior to becoming a Republic. It blends theory with practice as students are already employed while they are pursuing the programme.

d) This is a time-tested programme with more than 90,000 students availing this opportunity every year to excel in the engineering profession in India and abroad. They have successfully-executed major projects and handled administrative responsibilities in the State Governments and the Central Government, apart from various public and private sector organizations. The curriculum is being periodically revised to ensure quality and relevance to the changing paradigm, including laboratory training and project work under the guidance of a professional engineer.

e) IEI is serving the interest of a large number of poor and downtrodden aspiring working professionals enrolled with the Institution across the country to upgrade their professional skills and career enrichment. Many such professionals cannot afford current high tuition fees, other education related expenditures and inability to opt for full-time four year course in engineering but are confident to make it from this non-formal channel with their determination, merit and hard-work along with sustained motivation.

f) AMIE Programme has been provided necessary impetus towards the ability to adapt very quickly to changing technology and needs in a more systematic way.

g) It is the flagship programme through which IEI delivers significant value to the engineering profession. The uniqueness of this programme is that AMIE passed-outs are immediately employable in the Indian industry as the contextualized curriculum integrates concepts, application and practice of engineering.

h) It may be noted that the need has been felt for bringing in industry-institute interaction and internship for the students of engineering colleges receiving degrees from technical and other universities, which is organic to the AMIE programme right from its inception.

i) Most of the members registered for the examination are either already employed or get employment (temporary or otherwise) during the process of
passing the examination and pursuing their study as a passion with his/her sustained enthusiasm and self-motivation.

j) While the formal education system cannot handle the examination and certification of practising engineers and professionals, professional body like IETI, encompassing all branches of engineering and technology, can alone be able to handle such tasks appropriately and adequately.

k) Non-formal channel can be availed by full time practitioners as and when the need arises. The number of aspirants has run into millions in engineering profession. It is next to impossible for formal education system to handle such number by providing opportunities for examination/evaluation, certification and validation. On the lines of Chartered Engineers, more certification avenues can be opened up by IETI and which has been and globally accepted. This activity may be assigned to professional bodies like IETI with overall coordination of the HRD and Ministry of Skill Development.

International Recognition of AMIE Examinations/Professional Societies' Examinations:

l) AMIE Section A & B program has been assessed by UK Government Department of Education, Work & Skills for National Recognition Information Centre (NARIC) and it was found that each subject of AMIE was assessed comparable to 300 hours of academic study at University including 120 hours of taught lectures. Total number of credit was assessed to be exceeding the British Standard set to 360 credits for B Eng (Honours) Degree in Engineering based on 20 credits for each subject. Due to the above assessment AMIE Sec A & B was approved by NARIC, UK on behalf of Department of Education, Work and Skills, UK as comparable to British Bachelor Honours Degree in Engineering.

m) Similarly, AMIE has been recognised as equivalent to BE/BTech by American Collegiate Registrars and Admissions Offices' (AACRO) Electronic Database for Global Education (EDGE) after duly evaluated the education credentials and students who have passed AMIE can pursue Master's Programme in engineering and technology in USA Universities.

n) World Education Services (WES), Canada has also recognised AMIE as equivalent to Canadian Bachelor's degree (four years) in engineering and technology.

O) AMIE has been assessed by Engineers Australia as meeting the current academic requirements for standing as Professional Engineers in Australia. AMIE has also assessed as comparable to educational level of an Australian Bachelor degree by National Office of Overseas Skills Recognition (NOOSR), Department of Employment, Education, Training and Youth Affairs (DEETYA), Australia.

p) There are similar courses in UK, Australia, USA in non-formal mode or work based B Engg/M.Sc Degree in Engineering and Accreditation Board of Engineering and Technology (ABET)-USA, Washington Accord completely recognizes such programme.

q) The Institution of Engineers (India) is a Member of the International Professional Engineers' Agreement (IPEA), an International Body earlier known as the Engineers' Mobility Forum (EMF). IETI has already initiated dialogue with International Engineering Alliance for vetting the engineering programmes of formal and non-formal category to ensure mobility of the professionals all over the world (Sydney Accord and Dublin Accord).

r) At present, there are many work-based engineering degree programmes in developed countries such as the USA, UK, Australia, which are fully recognised under Washington Accord and IPEA. Similarly, non-formal
modes of education in India, Adult Education, Part-time Learning, Practicing professionals, on the job qualification upgradation are acceptable to industry and rather much more preferred mode of skill training.

Recommendations:

- Our country is moving forward to become a world class hub for engineering excellence. It is, therefore, high time to promote such a highly rewarding non-formal channel of professional education and training in engineering being imparted by the Institution of Engineers [India], especially for practising professionals from not so well endowed section of the society in a much more cost effective way.
- While non-formal engineering education for professionals is being carried out, such a system should continue without interruption with periodic improvements.

(L V MURALIKRISHNA REDDY)
President, IEI
POINTS FOR CABE MEETING 19 AUG 15

1. Ref remarks of D (GS-VI) on Secy, MoHRD DO No 2-4/2015-PN.I dated 21 Jul 15 pertaining to pertaining to 63rd CABE Meeting.

2. The following issues are highlighted for taking up with MoHRD as agenda for CABE Meeting on 19 Aug 15:-

(a) **Introduction of Leadership Training as a Mandatory Subject in the Curriculum of all Schools by incorporating Best Practices of NCC.** The issue emerged during the 47th Central Advisory Committee Conference held on 18 Sep 2013. Brief of the same is att as Appx A.

(b) **NCC as an Elective Subject** - introduction of NCC into the formal educational curriculum of various education boards across the country as an elective subject in schools/colleges aims to encourage max students to join NCC. Brief of the same is att as Appx B. (*This is part of Agenda for the meeting*)

(Nagendra Singh)
Col
Director Trg A

Encl. As above

MoD/D(GS-VI)

Copy to

By Secy, Dept of Higher Edn - For info w.r.t Secy, MoHRD DO No 2-4/2015-PN.I MoHRD dated 21 Jul 15 pertaining to 63rd CABE Meeting.
INTRODUCTION OF LEADERSHIP TRAINING AS A MANDATORY SUBJECT IN THE CURRICULUM OF ALL SCHOOLS BY INCORPORATING BEST PRACTICES OF NCC

1. **Background.** During the 47th Central Advisory Committee (CAC) Conference held on 18 Sep 2013 it was proposed to introduce Leadership Training as a mandatory subject in the curriculum of all schools by incorporating best practices of NCC. The detailed mins ofdisc on the Agenda Point is at Appx A. The broad aspects of the proposal were:

   (a) The syllabus to be included in all schools' curriculum from class VI-X.

   (b) The educational institutions be made responsible for providing infrastructure and skilled trainers.

   (c) There is a need to put in place an effective system of monitoring the training.

   (d) Cost of implementation may be borne by States/ Education Boards as well.

   (e) Role of NCC Organisation be restricted to advisory capacity.

2. Shri Nikhil Dey, one of the CAC members, during the conference, expressed his reservation of restricting NCC’s role to advisory. He felt that it needs to have more role in this curriculum. The Hon'ble RRM explained that though this had been his desire but this was not feasible. To this Mr. Nikhil Dey suggested that the NCC take on the role of training the teachers. To which DG NCC suggested that one additional month of this training be incorporated in all B.Ed Courses.

3. It was directed by Hon'ble RRM that a joint meeting of members from MoD, MoHRD, CBSE, UGC, NCC, NSS and NYKS be organized to have a detailed deliberation on the issue with special emphasis on how to take it forward.

4. A joint meeting was held in Oct 14 and the broad methodology including suggested curriculum was made during the meeting. The proposed curriculum is at Appx B. The best practices of NCC have been formulated as a curriculum to form part of schools academic curriculum so as to impart leadership training in Schools. The curriculum is proposed to be conducted in 125 periods over a period of three years starting from Class VII. The curriculum has been progressively structured in modules incorporating the following aspects:

   (a) National integration & awareness

   (b) Personality development and leadership

   (c) Civil affairs.
(d) Social awareness and community development.

(e) Health & hygiene.

(f) Envi awareness & conservation.

(g) Basic military training. To expose students to basic armed forces ethos/culture and functioning.

(h) The meeting was chaired by Maj Gen C Prakash, ADG (B), HQ DGNCC and the following reps from MoHRD, CBSE, NYKS & NSS attended:

(i) Smt Carolyn Kanigwar Deshmukh, Dir, Min of HRD
(ii) Shri Gyanendra Kumar, Jt Secy, CBSE
(iii) Shri Nand Kumar Singh, Dy Dir NYKS
(iv) Shri K Rajendran, Asstl Prog Adm, NSS

5. The members of MoHRD, CBSE, NYKS & NSS were requested to forward their organisational views on the proposal. MoHRD in its response brought out that the proposal of introducing best practices of NCC in all schools may be followed up with State Govt. by regional offices of the NCC. If states are willing to take up the proposal, the same can be incorporated in their annual work plan proposals under the SSA and RMSA schemes. Same can be taken up by KVS, NVS and CBSE in schools under their control independently, depending on availability of resources and other conditions as per the rules governing these bodies. Copy of the proposal for implementation of leadership training and best practices of NCC along with presentation made in the meeting of the 25 Sep 14, was forwarded to all state govt. as well as KVS, NVS and CBSE. Copy of letters is at Annex III & IV respectively.

6. During the CAC it was brought out that implementation of best practices of NCC in all schools is not feasible by NCC and NCC will be only in advisory role. Accordingly MoHRD was required to decide whether this issue needs to be pursued. If yes, then the modus operandi of implementation to be given.

7. It is brought out that Dir MoHRD in her remarks during the meeting conducted on incorporation of the best practices of NCC brought out that as far as outlining and framing the National Curriculum for Schools, NCERT is the body which deals with this and it is an Autonomous Council. The CBSE affiliated schools follow the NCERT outlined Curriculum and NCERT textbooks. At the State level, the States have their own curriculum; even though States are advised to base their curriculum on the NCERT's NCF 2005 and develop textbooks on the lines of the NCERT textbooks. In addition, there are over 28 State boards and around 40 Boards in the country in total, which follow their own curriculum. She also mentioned that MoHRD follows a consultative process with the States whenever and whenever major changes and amendments are proposed to be introduced.

8. Present Status. MoH vide its ION No OM 473/2015/GS-VI, dt 11 May 15 to MoHRD has requested MoHRD to issue necessary advisory on the subject to all educational boards for implementation. Copy of letter is at Annex V.

9. Way Ahead. MoHRD may advise the schools in the country to include Leadership Training in their school curriculum as deemed fit through concerned educational and curriculum framing bodies, NCC can be in an advisory role.
CABE Meeting August 19th 2015

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indumathi To Smt. Smriti Irani ji Hon'ble minister for Human 12:20 PM (5
rao Resource Development Shastr... minutes ago)

To Smt. Smriti Irani ji Hon'ble minister for Human Resource Development Shastr...

indumathi rao 12:20 PM (5 minutes ago)
to me, hrh

To Smt. Smriti Irani ji 12:20 PM (5 minutes ago)
Hon'ble minister for Human Resource Development Shastr...

To Smt. Smriti Irani ji Hon'ble minister for Human Resource Development Shastr...

Shastri Bhawan, C-Wing, Dr. Rajendra Prasad Road,
Government of India
New Delhi-110001

Respected Madam

I thank you for the invitation to participate in the CABE meeting on the 19th August 2015 in New Delhi.

I was very much interested and had sent my confirmation to the ministry. However due to some unforeseen problem I am unable to leave Bangalore on the 19th August. I am extremely sorry for the inconvenience.

I request the CABE members to consider two issues related to baseline data on disability and education.

1. Baseline data on the number of students with special needs studying in higher education in India

2. Baseline data on universities and colleges which offers disability related HRD and barrier free built and learning environments.

3. Baseline study of students with special needs in secondary schools who are likely to enter higher education/skill development in 2016-2019

Regards

Indumathi rao