



**MINISTRY OF HUMAN RESOURCE DEVELOPMENT  
GOVERNMENT OF INDIA**

## **AGENDA ITEMS**

**SIXTY FOURTH (64<sup>th</sup>) MEETING  
OF THE  
CENTRAL ADVISORY  
BOARD OF EDUCATION**

**25<sup>th</sup> October, 2016  
Hall No. 5, Vigyan Bhavan  
New Delhi**

**Tentative Programme for the  
64<sup>th</sup> Meeting of CABE on 25<sup>th</sup> October, 2016**

	<b>INAUGURAL SESSION</b>
10.30 am	Welcome remarks of Shri Vinay Sheel Oberoi, Secretary (HE) - cum- Member Secretary, CABE.
10.35 am	Opening remarks of Shri Prakash Javadekar, Hon'ble Union Minister of Human Resource Development
10.40 am	Remarks of Hon'ble Union Ministers (if any)
10.50 am	Action Taken Note on the Proceedings of the 63 <sup>rd</sup> Meeting of CABE held on 19 <sup>th</sup> August, 2015.
11.00 am - 1.00 pm	<p><b>Agenda Item 1 :</b></p> <p>Discussion on main concerns to be addressed in New Education Policy (NEP), including the following:</p> <ul style="list-style-type: none"> <li>a) Improvement of Learning Outcomes.</li> <li>b) Rationalization of posting of Teachers in rural areas</li> <li>c) National Achievement Survey (NAS)</li> <li>d) Compulsory Board examination in Class-X</li> <li>e) Joyful learning</li> <li>f) Anganwadi to be co-located with primary schools</li> </ul>
1.00 pm – 2.00 pm	<b>LUNCH BREAK</b>
2.00 pm - 3.30 pm	<p><b>Agenda Item 2:</b></p> <p>Discussion on &amp; Presentations of the following Sub-Committees of CABE:</p> <ul style="list-style-type: none"> <li>a) Devise Pathways to Improve Conditions of Government Schools</li> <li>b) "No Detention Provision" under RTE Act, 2009</li> <li>c) Devise Pathway for Re-Engaging Out of School Children.</li> <li>d) Skill and Technical education in the school and higher education systems.</li> <li>e) Extension of the Right of Children to Free and Compulsory Education Act, 2009 to Pre-School Education and Secondary Education.</li> </ul>
3.30 pm – 4.00 pm	<b>TEA BREAK</b>
4.00 pm - 5.00 pm	Agenda Items of other Ministries/Departments/CABE members (proposals received are enclosed at Annexure)
5.00 pm - 5.20 pm	Concluding remarks of Hon'ble HRM

**64<sup>th</sup> MEETING OF CENTRAL ADVISORY BOARD OF EDUCATION  
(CABE)**

**25<sup>th</sup> October, 2016 AT 10:30 AM**

**VENUE: HALL NO.5, VIGYAN BHAVAN, NEW DELHI**

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## **AGENDA NO. 1**

### **Discussion on main concerns to be addressed in New Education Policy (NEP), including the following:**

- a) Improvement of Learning Outcomes.
- b) Rationalization of posting of Teachers in rural areas
- c) National Achievement Survey (NAS)
- d) Compulsory Board examination in Class-X
- e) Joyful learning
- f) Anganwadi to be co-located with primary schools

**(a) Brief on "Improvement in Learning Outcomes"**

**Achievement Survey:**

As a part of improving learning outcomes at Secondary level, National Achievement Survey, 2015 (NAS-2015) has been conducted for Class X for the first time across 34 States/UTs and two national boards of education (CBSE & ICSE). The findings of the survey have been circulated to all the States/UTs/Boards in terms of their achievements in science, mathematics, social science, languages and MIL (Modern Indian Languages). Further, the State report cards have been generated highlighting educational outcomes specifically in respect of concerned states and also feedback is given how they need to improve in the areas of low performance.

**Remedial Teaching:**

To improve learning outcomes at secondary level under RMSA, provision for Remedial Teaching for the week students of the Class IX students (upto 20% of class IX enrolment) has been made. During financial year 2016-17, provision has been made to be given Remedial Teaching to 12,15,285 students of Class IX. States/UTs have been requested that the Remedial Teaching be provided to week students of Class IX before the summer vacation and an exam may also be conducted to review the progress of these students before the summer vacations. On the basis of the results, special teaching for learning enhancement to these week students was to be further arranged during the summer vacations itself. As per reports received so far, remedial teaching has been given to 2,26,803 students of 10 States/UTs.

**Vacant post of Teachers at Secondary level especially in core subject:**

Under RMSA, 1,20,284 new teachers and 6,44,826 additional teachers have been approved since 2009. Out of these 1,46,562 posts are vacant as per UDISE 2015-16. During the PAB 2016-17, States/UTs were informed about subject-wise PTR in their respective States/UTs. Further salary support for teachers and Headmasters under RMSA has now been restricted to the teachers/Headmasters in position so that the States/UTs fill up the vacant post at the earliest.

**In-Service teacher training:**

Under RMSA, in-service training of Math, Science, Social Studies, English, Computers, Language and Sports/Phy. Education teachers is approved on the basis of the proposals received from the States/UTs in their Annual Work Plan and Budget. During the current financial year 2016-17, out of the total 8,94,773 teachers and headmasters in-service training to 4,75,471 teachers and headmasters (approx 53%) has been approved by the Ministry. This will be expanded next year to ensure 60% coverage.

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**(b) Brief on "Rationalization of Posting of Teachers in Rural Areas"**

It has been observed that 18 States/UTs do not have a policy regarding transfer of teachers to rural/difficult/tribal areas etc. Since a defined policy for transfer of teachers in such areas would be helpful in addressing the problem of their non-availability in such areas, therefore an advisory dated 16-08-2016 to the States not having such policy, has been issued, so as to evolve a rural tenure policy as per the State requirement. Further, action in this regard is to be taken by the States/UTs.

In addition, The Right of Children to Free and compulsory Education (RTE) Act, 2009 provides norms and standards for student teacher ratio across the country in its schedule to maintain appropriate Pupil Teacher Ratio (PTR). The PTR for primary school in the country is 29:1 and for upper primary schools the figure is 26:1 as per Unified District Information System of Education (UDISE) 2014-15.

During Project Approval Board (PAB) meetings of Sarva Shiksha Abhiyan (SSA) all the States/UTs were requested to explore the possibility of adopting the Karnataka model, wherein teacher transfer is governed through legislation.

It is pertinent to mention here that some of the points of Hon'ble Prime Minister's meeting held on 10-03-2016 were "Finalize guidelines for mandatory provision of at least 50% direct recruitment of headmasters and transparent system of promotion of teachers (recruitment of retired teachers and headmasters). Mandate transfer of teachers who have spent at least 15 years in urban areas to rural areas. Mandate all States to release teacher recruitment plan at the start of the academic year in local newspapers." In this regard Ministry of HRD vide letter dated 26-05-2016 followed by reminder dated 10-08-2016 has requested all States/UTs to evolve a sound policy of the aforesaid points.

Besides, the issue of teacher recruitment and teacher redeployment is in the domain of State Governments/Union Territory Administrations. Central Government regularly takes up these issues with the State Government/in various fora like review meeting, State Education Secretaries Conference and Joint Review Missions.

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**(c) Brief on National Achievement Survey (NAS)**

The National Achievement Survey for Class X has been undertaken for the first time by NCERT. A summary report on the National Achievement Survey (NAS) Class X has been submitted by the NCERT to Ministry on 4<sup>th</sup> January, 2016. The survey investigated student achievement in five subjects: English, Mathematics, Social Science, Science and Modern Indian Language. The test was administered in 34 States and Union Territories and Boards after a scientific and robust process of sample design, test development and translation, with rigorous adherence to technical procedures. The survey was conducted on a sample comprising 2,77,416 students in 7,216 schools.

Detailed State report cards on the basis of NAS results were prepared by NCERT which have been shared with the 34 States/UTs. The 2<sup>nd</sup> Cycle of the NAS (2016-18) for class X has been approved by the PAB in its meeting held on 3-05-2016.

**(d) Status of "Compulsory Board Examination in Class-X"**

In view of the spirit of the NCF-Position Paper on Examination Reforms, and in pursuance of the recommendations of various National Commissions and Committees, CBSE introduced the dual exam system. As a part of Examination reforms, the Continuous and Comprehensive Evaluation (CCE) was introduced in 2009 and 2010 for Classes IX and X respectively and the Class X Board Examination was made optional by CBSE. This issue was discussed in the Annual Conference of Boards of School Education (COBSE) in Delhi on 24<sup>th</sup> and 25<sup>th</sup> August, 2009. In this meeting, there was no general consensus in making Class X examinations optional.

The CABE in its meeting held on 31.08.2009 chaired by then HRM noted the efforts of CBSE with following observations: "*CABE was unanimous that there is a need to reduce examination stress among students. CABE noted the attempt of CBSE to make Class X examination optional for students who will continue in the same school in Class-XI while replacing the same with an efficient comprehensive and continuous evaluation (CCE) system so that standards of learning outcomes are not compromised.*"

The CBSE vide circular no. 39/20-09-2009 dated 20<sup>th</sup> Sept. 2009 introduced:

- a. **Scheme 1 (SA-II is a School Based Examination)** – For students studying in a Senior Secondary School and **do not wish to move out** of the CBSE system after Class X.
- b. **Scheme 2 (SA-II is a Board Based Examination)** - For those who wish to move out of the CBSE system after Class X and/or are studying in a school affiliated to CBSE only till secondary level

Except CBSE, no other Boards have introduced the optional scheme of Class X exam in their schools. This duality of scheme under CCE creates confusion especially in terms of national parity in secondary level examination standards. The number of students opting for School Based Exam (Scheme-I) for Class-X of CBSE is insignificant in comparison with the national size on the number of students appearing in class X board examination:

- a) In 2014 no. of candidates in Class X Board Exams (29 Boards) were 1.60 cr out of which CBSE students appearing in under School based examination were only 7 lakh which is merely 4.37%.
- b) In 2015 this figure was only approx. 7 lakh which is 4.09%. In 2016 also this proportion is only 3.95%.

For evaluation of CCE Scheme, EdCIL was engaged for a review. They constituted a 'Project Implementation Team', which conducted survey in 192 schools out of 13348 affiliated schools of CBSE in India. In its Draft Report, the Committee commented that:

- a) The mind-set of parents continues to be the same even after the introduction of CCE scheme in 2009-10.
- b) Universal acceptability of the Board's examination is more. Parents feel that students passing Class X under Scheme-I are considered of medium standards as compared to those passing through Board Based examination.
- c) Children are losing the habit of regular studies and are not preparing for the examination as they used to do earlier since they now know that they are not going to be detained by the school due to the huge weightage given to the co-scholastic evaluation under the CCE pattern.



The CBSE recently conducted online survey and requested all the stakeholders to give their free and objective opinion on the range of issues relating to the CCE scheme. In response to the relevant questions, the observations are summarized below:

- a. Q.No.18 shows that 57.35% of respondent parents/students and 65.66% of principals / teachers express that the option to choose between School based and Board based has resulted in reduced commitment for learning.
- b. Q.No.19 states that 68.56% of respondent parents/ students and 84.95% of principals / teachers express that the Summative Assessment of Class-X at the end of second term (SA-II) should be conducted by the Board only.

The Board also held meetings with the stakeholders wherein consensus emerged in favour of Board based Examination for Class X is as detailed below:

Q. No (3): Making Class X Board optional has reduced learning level of our students?	Making of Class X Board optional has reduced learning level of students. Element of positive stress is missing leading to non-seriousness towards learning. Students opting for school-based examinations put lesser efforts in preparations and treat them as just yet another examination.
(6): Are you in favour of existing structure of CCE? If not, why and what are the suggestions for an alternate structure.	Many members felt necessary to restructure the existing CCE structure. CCE should be kept out of the ambit of evaluation and used as a diagnostic tool for remediation. Following restructuring was suggested: Total weightage- Internal Exam 20% + 80% Board Exam, with the condition that the student has to pass both the components separately.
Q. No (15): Should SA-II Class X be conducted by the Board only?	Yes, the Board should conduct the Summative Assessment of Class X at the end of second term (SA-2).

### **Recommendation of Draft New Education Policy 2016 on Curriculum Renewal and Examination Reforms (Chapter VI – School Education)**

#### **Examination Reform**

**6.15.23** The Committee is of the view that public examination system serves a useful purpose, and cannot be dispensed with. Though some education commissions and reports have called for the abolition of public examinations, the Committee does not recommend them being made optional. Among other factors, public (Board) examinations hold teachers and schools accountable for student performance.

#### **Recommendations**

**6.15.37** The Committee is of the view that Board examinations serve a useful purpose and should be continued.

#### **Other Observations:**

- a) State of Maharashtra and Tamil Nadu continue to insist for transcript of marks for grades awarded in the CCE scheme by CBSE.
- b) In practice, the schools gives more weightage to Board Based candidates vis-a-vis School Based Scheme-I option while giving the new admission.
- c) Large numbers of students currently studying in Class X in CBSE affiliated schools prefer to appear in Board based examination and then continue in the same school for Class XI.

- d) The scheme of optional Class X board examination was introduced with assertion of reducing the '*stress level of students*' though there is no reference to the data related to stress faced by the students based on which this scheme was introduced.
- e) The Syllabus of Classes X and XI is not in sync with the Senior Secondary level and the performance pressure gets built-up when the child reaches Class XI.
- f) The trend of moderation of marks has been gaining attention which comes as balancing factor for the current batches of Class X reaching in Class XII.

In view of the above analysis, the Board places its earlier decision of making Class X board examination optional, for its restoration to make Class X Board examinations compulsory from the session 2017-18 with 80% weightage for Summative Assessment-II (Board based) and 20% weightage for School based Assessment. Students have to secure minimum 33% marks in both separately.

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### (e) Status of 'Joyful Learning'

Going to school is gradually becoming more of a chore and an unpleasant duty for children as schools generally promote rote learning and the space and time for other activities is decreasing. One hears about schools which not so long ago had activities which involved children both within the school and outside, where children learned without stress and tension and school was a happy place to go to.

Children now a days are subject to many pressures from all sides, both within the school and in the home environment. As a result they are unable to fulfil their potential and this is having an impact on their productivity as adults. There is therefore an urgent need to make learning joyful, to turn the school into a place where the child's full potential can be realised in an atmosphere where the child is happy to learn.

**Joyful learning** comprises many aspects and features, notably:

1. Inclusion of extracurricular activities within the daily calendar as mandatory classes. e.g., sports, games, debates, quizzes, singing, dance, art & craft etc.
2. Promoting reading, again as a mandatory class, and ensuring that every school has a library with age appropriate books for children including story books, comics etc.
3. Adding activities which are conducted outside the school such as local visits to monuments, science centres, factories, and even reputed institutes of higher learning such as the IITs and IIMs.
4. A bright and cheerful building is a huge encouragement to children to attend school.
5. School bags should not be a burden, initiatives by States such as Tamil Nadu to print light, semester wise books instead of subject wise books show that this can work.
6. The text books should be finalised only after consulting children and incorporating their suggestions. If children enjoy reading the text books then the process will be joyful and learning outcomes will be higher.
7. National level competitions (starting from the school level to Block, District and then State level) on extracurricular areas such as Spelling Bee, Debates, Singing etc. should be encouraged so that children learn that marks in academic subjects is not the only mark of success.

This list is only indicative. The school system will need to be reoriented to achieve **joyful learning**, necessitating many preparatory activities of which the most important is engaging all teachers and ensuring that they too enjoy going to school to teach.

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**(f) Status of Anganwadi to be co-located with Primary Schools**

Sarva Shiksha Abhiyan strives to maintain effective convergence with the ICDS inter alia through the following steps which are a part of the SSA Framework of Implementation which is based on the Right of Children to Free and Compulsory Education Act, 2010 (RTE Act, 2010):-

- (i) Location of Anganwadi centres in or close proximity to primary school campus and synchronisation of the timings of the Anganwadi centres with the primary schools.
- (ii) Joint efforts for curriculum renewal of nursery teacher training and conduct of trainings of Anganwadi workers, primary teachers and health workers for a convergent understanding of links between learning and development in pre-school and primary school.
- (i) Use of infrastructure of DIETs, BRCs and CRCs for training of Anganwadi workers and other functionaries of ICDS.
- (ii) Strengthening of training of Anganwadi workers in pre-school activities in both existing and new projects/Anganwadi centers.
- (iii) Augmentation of pre-school kits/ materials in Anganwadis, where such materials are required.

As per District Information System for Education (2014-15) there are 3,74,999 schools in the country with Anganwadi Centres. The state wise number of Anganwadi centres is annexed.

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**Annexure**

<b>State/UT</b>	<b>No. of Schools with Anganwadi Center</b>
ANDAMAN & NICOBAR ISLANDS	116
ANDHRA PRADESH	9203
ARUNACHAL PRADESH	266
ASSAM	18662
BIHAR	32374
CHANDIGARH	8
CHHATTISGARH	12229
DADRA & NAGAR HAVELI	159
DAMAN & DIU	15
DELHI	0
GOA	200
GUJARAT	5130
HARYANA	3638
HIMACHAL PRADESH	3357
JAMMU & KASHMIR	2496
JHARKHAND	4192
KARNATAKA	26588
KERALA	1026
LAKSHADWEEP	0
MADHYA PRADESH	30872
MAHARASHTRA	47877
MANIPUR	770
MEGHALAYA	854
MIZORAM	40
NAGALAND	106
ORISSA	17976
PONDICHERRY	48
PUNJAB	9788
RAJASTHAN	16627
SIKKIM	128
TAMIL NADU	23857
TELENGANA	7468
TRIPURA	532
UTTAR PRADESH	68672
UTTARANCHAL	8521
WEST BENGAL	21204
<b>INDIA</b>	<b>374999</b>

## **AGENDA NO. 2**

### **Discussion & Presentation of the following**

#### **Sub-Committees of CABE**

- 2 (a) Devise Pathways to Improve Conditions of Government Schools (Report placed separately).
- 2 (b) "No Detention Provision" under RTE Act, 2009
- 2 (c) Devise Pathway for Re-Engaging Out of School Children.
- 2 (d) Skill and Technical education in the school and higher education systems.
- 2 (e) Extension of the Right of Children to Free and Compulsory Education Act, 2009 to Pre-School Education and Secondary Education.

**2 (b)**

**"No Detention Provision" under RTE Act, 2009**

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**Status of Sub-Committee of CABE to review the feedback received from States/UTs on "No-Detention" Policy**

Elementary Education in Government Schools is regulated by the legal framework of RTE Act, 2009. The Act came into operation with effect from 1<sup>st</sup> April, 2010 throughout India except the State of Jammu & Kashmir. One of the provisions of the said Act, viz. Section 16, inter-alia states that 'No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.'

The 'no detention' provision has been made because examinations are often used for eliminating children who obtain poor marks. Once declared 'fail', children either repeat grade or leave the school altogether. It was felt that compelling a child to repeat a class is both demotivating and discouraging. Repeating a class does not give the child any special resources to deal with the same syllabus requirements for yet another year. Parents and the society also tend to view such children as being 'fit for failure'. 'No detention' provision in the RTE Act does not imply abandoning procedures that assess children's learning. The RTE Act provides for putting in place a continuous and comprehensive evaluation procedure – a procedure that will be non-threatening and releases the child from fear and trauma of failure and enables the teacher to pay individual attention to the child's learning and performance.

**CABE Sub-Committee under Geeta Bhukkal**

In pursuance of a resolution adopted in the 59<sup>th</sup> meeting of the Central Advisory Board of Education (CABE) Sub-Committee held on 6th June, 2012, a Sub-Committee was constituted under the Chairpersonship of the then Education Minister of Haryana for assessment of implementation of Continuous and Comprehensive Evaluation (CCE) in the context of No-Detention provision in the Right of Children to Free and Compulsory Education (RTE) Act, 2009. The Sub-Committee submitted its report in August, 2014. The recommendations of Sub-Committee include, inter-alia,

- Measure learning level outcomes of all children on regular basis;
- Catalyze a "performance-driven culture" – reward high performers at every level;
- Introduce pedagogical interventions that complement "No Detention";
- Changing stakeholders' mind set and preparing them for new provisions; and
- Amend the roll-out plan of "No detention".

The report of the Sub-Committee was placed before CABE in its meeting held on 19.8.2015, wherein it was decided to request all States/UTs to share their views on the No-Detention policy, with Ministry of Human Resource Development. 23 States/UTs shared their views on the No Detention policy out of which 18 States/UTs have suggested to modify the No Detention policy. The details of the responses received from States is at Annexure-I.

**Prof. Vasudev Devnani Sub-Committee Report**

Another Sub-Committee under the Chairpersonship of Minister of Education, Government of Rajasthan was constituted on 26.10.2015 inter-alia, to review the feedback received from States/UTs on the 'No-Detention' policy. The Sub-Committee held its first meeting on 30.12.2015. The Sub-Committee made the following recommendations:

- a) Learning Indicators for all classes for all subjects should be established.

- b) Exam in each class. This will get the teacher to be aware about student learning level in the class.
- c) Teacher should be held accountable for the learning outcomes of the students.
- d) Parents should ensure regular attendance of their wards.
- e) Exam at class 5. It should be left to the States and UT's to decide whether this exam will be at the block, district, or State level.
- f) If a child fails then allow the child an opportunity to improve. There should be additional instruction provided to children and the child should be given a opportunity to sit for another exam. If the child is unable to pass the exam in the second chance, then detain the child.
- g) At Classes 6 and 7, there should be a school based exam for students.
- h) At class 8, there should be an external exam. In case the child fails the child should be given additional instruction and then appear for an improvement exam. If fails again then detain.

The group reiterated that there is a need to underline the accountability of the teacher to achieve the learning levels of the students. Disciplinary action can be recommended by School Management Committee in case the SMC thinks that the teacher is not fulfilling his/her responsibility.

Thereafter, as directed by the then Hon'ble Minister of Human Resource Development, comments in this regard were sought from the Attorney General of India. The main thrust of the issue under legal examination was the suggestion made by the then Hon'ble HRM where Minimum Standards of Academic Performance (MSAP) have to be maintained by children from Class 5 to 8. If a child is not able to maintain the MSAP for that grade, he will be promoted to next class with a remark that child is Allowed to Keep Term (ATKT). However, a child will necessarily need to obtain a 'Completed 8 certificate' to be eligible for enrolment in Class 9. If he/she has ATKT/Subsidiary Class 8<sup>th</sup> exam remark in his/her marksheet, he/she will be ineligible to enroll in Class 9<sup>th</sup>.

#### **Recommendation on No Detention by the New Education Policy Committee**

The Ministry had constituted a 5-member Committee for Evolution of the New Education Policy on 31<sup>st</sup> October, 2015 under the Chairmanship of Shri T.S.R. Subramanian, former Cabinet Secretary to the Government of India. The Committee submitted its report on the 27<sup>th</sup> May, 2016. One of the recommendations of the Committee mentions as under:

" 9.15 – that the no detention policy must be continued for young children until completion of class V when the child will be 11 years old. At the upper primary stage, the system of detention shall be restored subject to the provision of remedial coaching and at least two extra chances being offered to prove his capability to move to a higher class."

The Ministry has issued a reminder dated 31.8.2016 to the remaining 13 States/UTs from whom comments on the issue of 'No-Detention' provision under RTE Act, 2009 are still awaited.

S.	Name of the State / UT	Gist of Comments / Remarks of State Government / UTs
1.	Bihar	No Detention Policy to be withdrawn and Continuous and Comprehensive Evaluation (CCE) Policy should be implemented. Performance of students should be assessed from time to time.
2.	Himachal Pradesh	1. Introduction of internal examination at class 3 <sup>rd</sup> and third party examination at the level of 5 <sup>th</sup> and 8 <sup>th</sup> classes. 2. Detention of students at 3 <sup>rd</sup> , 5 <sup>th</sup> & 8 <sup>th</sup> classes who fail to acquire class appropriate competences as identified at the respective level.
3.	Madhya Pradesh	Board examinations at classes 5 <sup>th</sup> & 8 <sup>th</sup> to be held because No Detention Policy has adverse impact on the academic performance of students.
4.	Mizoram	All teachers to be trained in various aspect of Continuous and Comprehensive Evaluation (CCE) to enable them to practice it effectively. Till the system of CCE stabilizes, the No Detention Policy may be kept in abeyance for 5-7 yrs.
5.	Odisha	Provisions of 'No Detention' may be revisited and the State may be allowed to follow their own evaluation system at the end of every grade with class appropriate assessment.
6.	Punjab	Provisions of 'No Detention' may be amended to reintroduce exam system from 1 <sup>st</sup> - 8 <sup>th</sup> classes and start Board examination in classes 5 <sup>th</sup> & 8 <sup>th</sup> . A Resolution to this effect has been passed in the Punjab Vidhan Sabha.
7.	Rajasthan	'No Detention Policy' and 'Age appropriate Admission Policy' to be withdrawn due to the adverse impact in the quality of education on account of decline in the commitment levels of students as well as teachers towards education. Tests/examination and detention provide students a fair stage to perform, besides being a remedy for correcting the deficiency in the knowledge of students.
8.	Sikkim	Roll out plan of "No detention" in phased manner and assessment at classes 5 <sup>th</sup> & 8 <sup>th</sup> as regular attendance is not ensured by the family and thus 'No Detention' has further aggravated the motivation of students and teachers.
9.	Tripura	'No Detention Policy' needs to be reviewed as this has led to a state of inattention to the teaching-learning process on the part of the children and has adverse impact on the regular attendance of students and teachers in schools.
10.	Uttar Pradesh	'No Detention Policy' needs to be revoked as it has resulted in lack of competition and has reduced the learning outcome of students.
11.	Uttarakhand	'No Detention Policy' needs to be withdrawn as this has brought down the standard of education. Half-yearly and annual examinations should be conducted in order to improve the quality of education of students and also their competitive spirits. This would also increase the responsibility of teachers.
.12	Puducherry	'No Detention Policy' needs to be reviewed as it has led to deterioration in quality of elementary education and created negative impact on the students' as well as parents' attitude and mentality. Therefore, 'No Detention Policy' needs to be restricted up to class V.
13.	Karnataka	'No Detention Policy' should continue in its present form as it is

		important to sustain students' interest in education and provide minimum 8 years of school education. Continuous and Comprehensive Evaluation (CCE) should be improved and monitored, year-end evaluation for a few classes should be conducted and students with low scores should be helped in improving their learning through special teaching.
14.	Delhi	'No Detention Policy' needs to be amended as this has led to students being promoted to next class without achieving the desired learning level of a class and being able to comprehend and follow the subject taught. It further results in unreasonable and undisciplined behaviour of students or their dropping out of school. 'No Detention Policy' may be restricted up to Junior Primary class, i.e. class 3.
15.	Kerala	'No Detention Policy' to be withdrawn as there is no harm in allowing a student one more year to recoup rather than allowing the student to pass to the next higher stage in an unbaked condition. The teachers will also be able to assess and correct themselves. Continuous and Comprehensive Evaluation (CCE) process to be strengthened. Periodical, terminal and year-end examination will be necessary for an objective analysis of the learning level of the student.
16.	Andhra Pradesh	'No Detention Policy' should continue as otherwise the dropout rate would increase and it would be difficult to fulfil the objective of universalization of elementary education. Detention of students would demotivate them and lead to rote learning and undue fear of exams on the students and encourage malpractice and suppresses creative thinking, analytical ability, exploration and experimentation skills of the students. Annual examinations should be conducted to assess learning levels for class III, V and VIII. Continuous and Comprehensive Evaluation (CCE) should be strengthened. Quality of teaching should be improved.
17.	Gujarat	'No Detention Policy' to be reviewed and suitably modified.
18.	Nagaland	'No Detention Policy' needs to be reviewed as it has adversely affected both the students and teachers. The policy has made the students lazy and non-serious in their studies and the teachers too casual in their approach to teaching. The pass percentage and the grades/marks obtained by students in class IX and HSLC Examination have declined due to 'No Detention Policy'.
19.	West Bengal	'No Detention Policy' to be withdrawn as the learning outcomes and school environment has suffered due to the policy. Adequate safeguards may be put in place so that drop outs do not increase.
20.	Haryana	'No Detention Policy' needs to be withdrawn as it has resulted in deterioration in the quality of education due to decreased commitment levels of stakeholders. The policy has resulted in lackadaisical attitude on part of both students and teachers. For the policy to succeed, optimum teacher-pupil ratio should be optimum, along with compulsory attendance and effective implementation of Continuous and Comprehensive Evaluation (CCE). Tests/examinations provide students with competitive spirit besides motivating them to study.
21.	Telangana	'No Detention Policy' should continue to enable a child to learn better without fear of failure, detention and stigma. Continuous and Comprehensive Evaluation (CCE) should be strengthened to evaluate the

		learning standards of the child regularly and which focuses not on rote learning but encourages creative and critical thinking.
22.	Maharashtra	'No Detention Policy' should continue with some changes as the policy has reduced school dropout rates and helps in building self esteem. Schools to test children at least thrice every year. States should be given freedom to decide whichever policy to follow.
23.	Goa	'No Detention Policy' should continue in the interest of the elementary education of all children. Measures should be taken for effective implementation of the Right of Children to Free and Compulsory Education (RTE) Act, 2009.
24.	Jammu & Kashmir	Implementation of CCE should be reviewed with particular focus on regular assessment, evaluation and remedial teaching; detention from class 5th to 8th in a phased manner should be introduced; detention at class 9th should be done away with and external evaluation should be done in all classes from 5th onwards.
25.	Chhattisgarh	Detention should be at the level of class 8 and more than one opportunity should be given to pass class 8 exam. Also, the aggregate of points earned in class V should be carried forward to the next class.
26.	Arunachal Pradesh	'No Detention' should be reviewed and abolished.
27.	Daman & Diu	Negative effects of 'No Detention' policy have been highlighted.

S. No. (8) (Z)

F.No.20-6/2012-EE.17  
Government of India  
Ministry of Human Resource Development  
(Department of School Education & Literacy)

Shastri Bhawan, New Delhi-110115  
Dated: 26.10.2015

**ORDER**

**Subject: Central Advisory Board of Education (CABE) – Constitution of Sub-Committee of CABE for assessment and implementation of CCE in the context of the 'No Detention Provision' in the Right to Education Act (RTE), 2009.**

Pursuant to the decision in the Meeting of the 63<sup>rd</sup> Central Advisory Board of Education (CABE) held on 19.8.2015 for the State Governments/UTs to formally provide their views, in writing, to the Ministry of Human Resource Development, in respect of 'No Detention Provision' in the Right to Education Act (RTE), 2009, it has been decided with the approval of the competent authority to constitute a Sub Committee for examination of the inputs received on the No Detention Policy from the various States/UTs and also to study the proposed rollback of 'No Detention Policy' in Rajasthan.

2. The composition of the Sub-Committee shall be as under:

**I. Chairperson - Prof. Vasudev Devnani, Education Minister, Government of Rajasthan**

**II. Members:**

- |  |   |                  |
|--|---|------------------|
| (i) Shri Vinod Tawde, Education Minister, Govt. of Maharashtra                 | - | Member           |
| (ii) Shri Mantri Prasad Naithani, Education Minister, Govt. of Uttarakhand     | - | Member           |
| (iii) Shri Debi Prasad Mishra, Education Minister, Govt. of Orissa             | - | Member           |
| (iv) Shri Rabindranath Bhattacharjee, Education Minister, Govt. of West Bengal | - | Member           |
| (v) Shri Tapang Taloh, Education Minister, Govt. of Arunachal Pradesh          | - | Member           |
| (vi) Thiru K.C. Veeramani, Education Minister, Govt. of Tamil Nadu             | - | Member           |
| (vii) Shri Paras Chandra Jain, Education Minister, Govt. of Madhya Pradesh     | - | Member           |
| (viii) Ms. Anamika Singh, Deputy Secretary, Deptt. of SE&L, MHRD               | - | Member Secretary |

3. The Sub-Committee shall hold consultations with the State Governments/UTs and shall submit its report within one month's time from the date of its constitution.
4. The Technical Support Group (TSG) of Sarva Shiksha Abhiyan, Ed.CIL (India) Ltd., New Delhi shall provide all logistic support to the Sub Committee in its smooth functioning.

(Anamika Singh)  
Deputy Secretary

- 1) Chairman of the Sub Committee
- 2) All the members of the Sub Committee
- 3) Member Secretary of the Sub Committee

Copy to:

- 1) PS to Hon'ble Minister of Human Resource Development
- 2) PS to Minister of State in the Ministry of Human Resource Development (HE)
- 3) PS to Minister of State in the Ministry of Human Resource Development (SE&L)
- 4) PPS to Secretary, Department of School Education & Secretary
- 5) PPS to Secretary, Department of Higher Education
- 6) Sr.PPS to Additional Secretary (SE), Department of School Education & Literacy
- 7) Project Manager, TSG-SSA, Ed.CIL (India) Ltd., New Delhi.
- 8) Chief Consultant, Pedagogy Unit, TSG, Ed.CIL (India) Ltd., New Delhi.

(Anamika Singh)  
Deputy Secretary



**2 (c)**

**Devise Pathway for Re-Engaging Out of School Children.**

**Status of the Sub-Committee of CABE to "Devise Pathway for Re-Engaging Out of School Children".**

In pursuance of a resolution adopted in the 63<sup>rd</sup> Meeting of the Central Advisory Board of Education (CABE) held on 19<sup>th</sup> August, 2015 under the Chairpersonship of Hon'ble Minister of Human Resource Development, it was decided with the approval of the competent authority to constitute a Sub Committee of CABE under Chairpersonship of Shri Upendra Kushwaha, Minister of State for Human Resource Development to **Devise Pathway for Re-Engaging Out of School Children** vide Order No. 2-10/2015-PN-I dated 06.11.2015.

The first meeting of the Sub Committee was held on 12.02.2016 and second meeting was held on 23.09.2016. The constitution of the Sub Committee was broadened by including the Chairman, NIOS in the meeting. Besides, 'Childline India Foundation' NGO and other stakeholders (i.e. M/o Home Affairs, M/o Women & Child Development, M/o Labour & Employment) were also invited in the second meeting. Proceedings/Minutes of the first meeting are enclosed for kind reference. Minutes of second meeting are under finalization.

**Reduction in Out of School Children as per Independent Surveys:-** It is pertinent to mention here that the number of OoSC has declined steadily as reported by independent national level surveys commissioned by MHRD. The National level surveys through an independent agency (IMRB) reported 1.34 crore Out of School children in 2005, 81.5 lakh in 2009 and 60.6 lakh in 2014. The table gives reduction in OOSC in chronological order.

2005		2009		2014	
Total No. of OOSC (6-14 age)	% of OOSC	Total No. of OOSC (6-14 age)	% of OOSC	Total No. of OOSC (6-14 age)	% of OOSC
<b>134.6 lakhs</b>	<b>6.94</b>	<b>81.5 lakhs</b>	<b>4.28</b>	<b>60.64 lakh</b>	<b>2.97</b>

Source: **IMRB** report 2005, 2009 & 2014

F.No.2-10/2015-PN.I  
Government of India  
Ministry of Human Resource Development  
Department of Higher Education  
(Policy Norms-I Section)

Shastri Bhawan, New Delhi  
Dated the 30<sup>th</sup> August, 2016

**ORDER**

**Subject:- Central Advisory Board of Education (CABE) – constitution of Sub-Committee to Devise Pathway for Re-Engaging Out of School Children.**

In partial modification of Ministry of Human Resource Development, Department of Higher Education earlier Order of even No. Dated 06<sup>th</sup> November, 2015 on the subject noted above, it has been decided with the approval of the competent authority to induct Shri C.B. Sharma, Chairman, National Institute of Open Schooling (NIOS) as member of Sub-Committee "Devise Pathway for Re-Engaging Out of School Children".

- 2. The composition of the above Sub-committee will stand modified to that extent.

*[Signature]*  
30/8  
(Rakesh Ranjan)  
Joint Secretary (P)

- 1) The Chairperson of the Sub Committee
- 2) All the members of the Sub Committee

Copy to:-

- 1) PS to Hon'ble HRM. *[Signature]* 2/9
- 2) PS to MoS (UK)/PS to MoS (MNP).
- 3) PS to Secretary (HE)/PS to Secretary (SE&L). *[Signature]* 7/9/16
- 4) PPS to Additional Secretary (SE)

*मनात*  
7-9-2016

*[Signature]* 7/9  
*[Signature]* 7/9

*[Signature]*  
7/9/16

*[Signature]*  
30/8  
(Rakesh Ranjan)  
Joint Secretary (P)

*OK*

*[Signature]*  
7/9/16

Sub-Committee to Devise Pathway for Re-Engaging Out of School Children

S.No.	Name		
1.	Shri Upendra Kushwaha, Minister of State for Human Resource Development	Chairman	23306/16
2.	Shri Tapan Chakraborty, Minister (School & Higher Education), Tripura	Member	23306(1)/16
3.	Shri Paras Chander Jain, Minister (School Education), Madhya Pradesh	Member	(2)/16
4.	Shri Ram Bilas Sharma, Education Minister, Haryana	Member	(3)/16
5.	Shri Ramji Raghvan, Founder-Chairman, Agastya International Foundation & CABE Member	Member	(4)/16
6.	Shri Vinayak Lohani, Founder of PRIVAAR Organization & CABE Member	Member	(5)/16
7.	Ms. Anjali Deshpande, Founder Secretary of 'DRISHTI' Stree Adhayayan Probodhan Kendra & CABE Member	Member	(6)/16
8.	Ms. Swaroop Sampat, CABE Member	Member	(7)/16
9.	Chairperson, National Commission for Protection of Child Rights	Member	(8)/16
10.	Director, NCERT	Member	(9)/16
11.	Additional Secretary (School Education & Literacy), MHRD	Member Secretary	(10)/16
12.	Shri C.B. Sharma, Chairman, NIOS	Member	(11)/16

O/C

By SPEED Post 22

F.No.2-10/2015-PN-I  
Government of India  
Ministry of Human Resource Development  
(Department of Higher Education)

Shastri Bhawan, New Delhi  
Dated the 06/11/2015

**ORDER**

**Subject:- Central Advisory Board of Education (CABE) – Constitution of Sub-Committee of CABE to Devise Pathway for Re-Engaging Out of School Children.**

In pursuance of a resolution adopted in the 63<sup>rd</sup> Meeting of the Central Advisory Board of Education (CABE) held on the 19<sup>th</sup> August, 2015 under the Chairpersonship of Hon'ble Minister of Human Resource Development, it has been decided with the approval of the competent authority to constitute a Sub Committee of CABE under Chairpersonship of Shri Upendra Kushwaha, Minister of State for Human Resource Development to Devise Pathway for Re-Engaging Out of School Children. The composition of the Sub Committee shall be as under:-

S.No.	Name	
1.	Shri Upendra Kushwaha, Minister of State for Human Resource Development	Chairman
2.	Shri Tapan Chakraborty, Minister (School & Higher Education), Tripura	Member
3.	Shri Paras Chander Jain, Minister (School Education), Madhya Pradesh	Member
4.	Shri Ram Bilas Sharma, Education Minister, Haryana	Member
5.	Shri Ramji Raghvan, Founder-Chairman, Agastya International Foundation & CABE Member	Member
6.	Shri Vinayak Lohani, Founder of PRIVAAR Organization & CABE Member	Member
7.	Ms. Anjali Deshpande, Founder Secretary of 'DRISHTI' Stree Adhayayan Probodhan Kendra & CABE Member	Member
8.	Ms. Swaroop Sampat, CABE Member	Member
9.	Chairperson, National Commission for Protection of Child Rights	Member
10.	Director, NCERT	Member
11.	Additional Secretary (School Education & Literacy), MHRD	Member Secretary

10/11  
9

OK

2. The Terms of Reference of the Committee would be as under:-

- i. The Committee would identify various indicators/ reasons for non- enrolment of children in schools, reasons for low attendance of children in schools and also reasons contributing to school dropout.
- ii. The Committee will suggest preventive measures that can be carried out to stop dropping out of children from schools as well as such strategies that would help in re-engaging Out of School Children.
- iii. The Committee would review current practices/ interventions being followed in the States/ UTs enrolment of children in schools and mainstreaming them in age appropriate classes and compile the best practices followed by States/ UTs.
- iv. The Committee would review the impact of interventions made by the government like opening of Residential schools/ hostels for children, Special training for age-appropriate enrolment of Out of School Children in special training centres.
- v. The Committee would suggest strategies/ interventions for Out of School Children which are relevant and connected to their lives with opportunities for decision making, enhancing their self esteem, and creative self- expression.
- vi. The Committee would suggest the kind of training teachers/ educational bureaucracy/ Public representatives are required to undergo in order to effectively engage with Out of School Children.
- vii. The Committee will suggest time bound efforts to be made to ensure universal enrolment of children in the country. The suggestions, inter- alia, may include:

- Developing new processes and innovation content and activities for better outreach to Out of School Children.
- Type of academic support given by the functionary to schools and teachers.
- Innovative strategies in motivating Out of School Children to join school.
- Process of monitoring of the activities for engaging Out of School Children.
- Developing mechanisms for providing support to children with disabilities, migrant children, children without adult protection, working and nomadic children and other marginalised categories of Out of School Children.

3. The Sub-Committee shall hold consultations with all State Governments/ UTs and stakeholders such as Ministries of Women and Child Development, Labour, Tribal Affairs, Social and Empowerment, Minority Affairs, etc.

4. The Committee shall submit its report to the Government within one year from the date of its constitution.

5. The Committee will be provided secretarial assistance by EE-II Bureau, D/o School Education and Literacy.

6. TSG (SSA) shall provide logistic & financial support to the Committee. The Members of the Committee shall be paid TA/DA at the rate that are payable to the Members of the High Powered Committees.

*[Signature]*  
(Rakesh Ranjan)  
Joint Secretary (P)

- 1) The Chairperson of the Sub Committee
- 2) All the members of the Sub Committee

Copy to:-

- 1) PS to Honb'le HRM *16022/15*
- 2) PS to MoS (UK)/ PS to MoS (RSK) " ① *9/11/15*
- 43) PS to Secretary (HE)/ PS to Secretary (SE&L) " ② *9/11/15*
- 5) PPS to Additional Secretary (SE) " ③ *9/11/15*

*[Signature]*  
(Rakesh Ranjan)  
Joint Secretary (P)

*OK*

List of Members of Sub - Committee

1. Sh. Upendra Kushwaha, Minister of State for Human Resource Development 160
2. Sh. Tapan Chakraborty, Minister (School & Higher Education), Tripura 58354/15
3. Sh. Paras Chander Jain, Minister (School Education), Madhya Pradesh 58358/15  
(B-21, Charandi, Bhopal - 462003, MP)
4. Sh. Ram Bilas Sharma, Education Minister, Haryana 58359/15
5. Sh. Ramji Raghvan, founder-Chairman, Agastya International Foundation & CIBE Member 58360/15
6. Sh. Vinayak Lohani, Founder of PRIVAAR Organization & CIBE Member 58361/15
7. Ms. Anjali Deshpande, Founder Secretary of DRISHTI Stree Adhayayan Probdhan Kendra & CIBE Member 58362/15
8. Ms. Swaroop Sampat, CIBE Member 58363/15
9. Chairperson, National Commission for Protection of Child Rights 58364/15
10. Director, NCERT 58365/15
11. Additional Secretary (School Education & Literacy), MHRD 160138(1)/15

O/C



**PROCEEDINGS OF THE MEETING OF CABE SUB-COMMITTEE TO DEVISE PATHWAY TO RE-ENGAGE OUT OF SCHOOL CHILDREN HELD UNDER THE CHAIRPERSONSHIP OF SHRI UPENDRA KUSHWAHA, HON'BLE MOS, MINISTRY OF HUMAN RESOURCE DEVELOPMENT ON 12.02.2016 IN INDIAN HABITAT CENTRE**

The first meeting of the CABE Sub-Committee to devise pathway for re-engaging out of school children was held on 10.02.2016 at India Habitat Centre, New Delhi under the Chairpersonship of Shri Upendra Kushwaha, Minister of State for Human Resource Development. The list of participants is attached at Annexure.

At the outset, the Chairperson welcomed the participants to the meeting and thereafter the discussions took place

The Deputy Secretary, MHRD welcomed the Members of the CABE committee on behalf of the Ministry of Human Resource Development (MHRD) and made a presentation on various provisions of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 for universal enrolment, status of out of school children and various initiatives under the Sarva Shiksha Abhiyan (SSA) to ensure universal enrolment.

**Ms. Rina Ray, Additional Secretary, MHRD** shared with the gathering that MHRD is planning to re-orient the SSA programme to improve the quality of school education under which States are required to set targets for re-engaging out of school children (OoSC). She gave the example of Gujarat State where an effective child tracking system is in place. The findings of the study conducted by the Labour Commissioner, Bahraich, U.P. were also shared, wherein it was pointed out that creating good facilities in schools is not enough as there are strong push factors responsible for withdrawing children from the schooling system such as brokers' role in child labour, child elopement, prostitution racket for girl child etc. She stressed the need for strong convergence with the Department of Women and Child Development and also the district administration, including police, to prevent this kind of forced drop out.

**The Chairperson** stressed that poverty is an important factor responsible for children remaining out of school. This factor must be considered while devising any strategy for engaging out of school children. Quality of education in schools is also important. When children do not learn in schools, parents tend to withdraw them from schools as they find it of no use. He also highlighted two points of the Bahraich study that (a) most of the children cannot read and write; (b) Trafficking is a big law & order problem.

**Shri Ram Bilas Sharma, Hon'ble Minister of Education, Haryana** opined that poverty and economic issues are fundamental forces behind the problem of OoSC. He stressed that school premises should be clean and hygienic. He shared the experience of an NGO from Chandigarh which is using school premises after school hours to provide education to around 800 children. Another example shared by him was the State Government's incentives to children of marginalized communities for their attendance in schools. Under the initiative, Rs. 1 (one) per child per day is provided to children of nomadic tribes (*Gadia Lohar*) for their attendance in schools. He suggested a comprehensive study for every state with at least one district to understand all factors responsible for out of school children. He was of the opinion that officers should be attached with at least one village to understand the phenomenon which will help in developing a national level understanding. He further stated that 'no detention policy' has greatly deteriorated the quality of education and increase of drop out at ninth standard. He strongly suggested that no detention policy should immediately be scrapped and a board examination should be introduced at least for Class V and VIII.

**Shri Ramji Raghvan** stated that there should be fun in learning. Therefore, successful models of other States/NGOs are needed to be replicated at the country level. He stated that apart from children, their parents should also be motivated. He gave example of Operation Vasanta: Night schools in 300 villages in Karnataka, which has been opened with activity based learning (ABL) methodology. In these schools, a local volunteer is deployed to assist children in their home work. With this methodology drop out children are also motivated to re-join schools. However, it is very important that education has an element of hands on experience and is relevant to lives of the children. For migrant children, Shri Raghvan suggested the use of Mobile-Labs, which can go to any site.

**Ms. Shilpa Gupta, Addl. Project Director, RMSA, Madhya Pradesh** shared her experience and informed that cultural and gender barriers are important factors for out of school children. It is not only the poor who do not send their children to schools but many well to do families are also not inclined to send their children particularly girls in schools. It was informed that in Madhya Pradesh child wise mapping has been completed and it is showing a huge gap between child population and enrolment. It was reported that Madhya Pradesh has started an initiative of Shiksha Prahari (Education Volunteer). These are community volunteers who interact with teachers and children and ensure that SMC meetings are held at least once in three months. These Shiksha Praharis work voluntarily without any honorarium.

**Shri Priyank Kanoongo, Member, NCPCR** after welcoming all the Members mentioned about the innovative technologies adopted by NCPCR, which is a monitoring agency as per RTE Act. He suggested that school schedule/timings should be as per regional festivals. He further stated that NCPCR is contemplating to start a Helpline as a solution platform for grievance redressal. It would use an automated mail generated system using DISE data. He also stated that monitoring of attendance in schools should be done regularly besides stressing on regular meetings of School Management Committees (SMCs). He also suggested to include village people in SMCs. It was also pointed out by him that many OoSC are not getting benefits under Section 12(1)(c) of the RTE Act. For children in the age group of 3-6 yrs. Shri Kanoongo advocated for strengthening of Anganwaris.

**Ms. Anjali Deshpande** opined that geographical locations have a big say in enrolment of children. She gave example of schools situated near Arunachal Pradesh-Myanmar Border area, where student-teacher ratio is 300:1. She also suggested that teachers should be sent in rural areas for on job training.

**Shri Vinayak Lohani** stressed on the social profiling of OoSC. He also highlighted the need to focus on education of children with special needs (CWSN) and transgenders. He also advocated for strengthening of residential schools for CWSN and transgenders, especially in rural areas. Lack of quality and motivation-deficit in guardians is also a factor behind OoSC.

**Member, NCPCR** stated that many schools in tribal habitats remain vacant during most of the time. However, during lunch time when mid-day-meal is provided, full attendance can be observed in schools. These children ultimately become dropouts. Hence, he backed for counselling of parents in these habitats.

**Shri Ramji Raghvan** further elaborated on the issue by saying that parents of these children do not see much value in education. The Chairperson agreed that most of the children, even upto class 7<sup>th</sup> - 8<sup>th</sup> are not aware of three Rs (reading, writing and arithmetic). Shri Vinayak Lohani

advocated for vocational education of these children. Member, NCPCR suggested to include vocational education as part of curriculum.

**Ms. Rina Ray, AS (MHRD)** pointed out that monitoring of teachers is also necessary to check quality of education. She mentioned about the practice of 'Evaluator' in Haryana in this regard.

**Education Minister, Haryana** also cautioned about the practice of false enrolment of children. He gave an example of a village school in Haryana, where at the time of inspection many children were put together from outside to show a large number. He suggested to follow the practice of Haryana to establish one 'Model Sanskriti Vidyalaya' in each district. He also informed that in Haryana, 'Aarohi Vidyalayas' having residential facilities are being opened, where special focus is given on girl child.

**Ms. Anjali Deshpande** suggested that to thwart the problem of OoSC, some literature/documents may be provided to the parents of the children. However, the Chairperson opined that in most of the cases, the parents of OoSC are also illiterate. Hence, the proposal of giving literature/documents may not be fruitful.

**Education Minister, Haryana** suggested that in each village, amongst the village girls who have passed 10+2, one girl should be nominated as 'Shiksha Mitra' for peer to peer teaching. She should also be given suitable honorarium.

**Member, NCPCR** stated that most of the teachers are not aware of the provision of the RTE Act. Therefore, it should form a part of their syllabus.

**Shri Ramji Ragahavn** also stressed that local volunteers from villages should be selected for peer to peer teaching and they should be given honorarium/stipend. Besides, they should be given requisite training by the Govt./NGOs.

**The Chairperson** suggested that we may explore the possibility of giving award to a Gram Panchayat having 100% enrolment. Other Members also supported the suggestion. Member, NCPCR informed that from next academic year schools fulfilling all the RTE norms will be awarded by NCPCR.

It was further pointed out by the Chairperson that various institutes/organizations/ platforms have given different data on OoSC, as there is no consensus in this regard. He suggested that different data on OoSC may be compared. Recent report of Census regarding out of school children should be studied and analysed. Similarly states may also be asked to select one district and bring complete data of out of school children. There should also be an attempt to understand the phenomenon of out of school children with analysis of dropout rate of a state/ district.

**Member, NCPCR** stated they are willing to share the data available with them on OoSC. He further stated that NCPCR would like to hold a meeting with MHRD to share their experience and devise strategies for benefits of OoSC.

**Ms. Anjali Deshpande** proposed that every State may be asked to give data of 'not enrolled' children of one district. Ms. Shilpa Gupta from M.P. Govt. stated that State-wise there are different requirements, especially for CWSN, who reside in hostels.

In brief, the Committee agreed on the following:-

- i. There is a need to differentiate between enrolment in schools and attendance in schools. There are large number of children who are enrolled on paper but they do not attend schools. It is a fact which is supplemented by IMRB study also as it has reported that there are around 18% among total out of school children who were enrolled but never attended schools.
- ii. It is important that children are tracked with their UID as it is much needed and doable with minimum cost. It is a common phenomenon in many of the advanced countries.
- iii. Nation level mapping is important to identify areas with high incidence of out of school children.
- iv. Incentivisation is important for children to join schools. Members shared their experiences of those areas where such Incentivisation has been provided. For example under Kanya Shree Scheme certain amount is provided to girls after reaching 18 year of age if they have continued their education and remain unmarried. Such an incentive may be provided at the age of 14 years also.
- v. There should be a mechanism to assess teacher's performance. At present, low level of learning does not affect teachers in any way.
- vi. Strategies for motivation may include peer to peer learning. We should teach children to teach children. It is powerful tool for attracting children towards learning and a national wide programme can be launched.
- vii. School calendar should be changed to suit climatic and cultural requirement of a particular area.
- viii. There is a need to have large number of residential schools to accommodate out of school children. Children in need of such residential facilities are primarily those who are without adult protection, children of migrant families and children of nomadic families etc.
- ix. Many representatives shared that authorities and teachers are under pressure to report less number of out of school children. Moreover, as finance is linked with children in school (as money is provided for textbooks, uniform, Mid Day Meal etc.), there is a tendency to report inflated number of in school children and their attendance. Dual and fake enrolment is an issue which needs to be tackled on priority.
- x. There is a need to monitor attendance of every child through online system. It can be made possible and economical through bar coded card for every child.
- xi. There is a need to repeat instruction to SMCs for preparing School Development Plan (SDP) and include strategies for out of school children.
- xii. There is need to extend pre-school education in all government schools.
- xiii. It was suggested that rural posting for teachers should be made compulsory as it has been made for medical professionals.
- xiv. Identification of out of school children is a big issue. Comprehensive identification of out of school children is possible with robust convergence with other departments particularly Labour Department, Ministry of Women and Child Development, Police and Social Welfare Department etc.

While concluding the meeting, the Chairperson stated that discussions will be held on the suggestion/issues raised in the next meeting. He also suggested to get details of best practices from NGOs, besides inviting some other experts engaged in the welfare of OoSC.

The meeting ended with a vote of thanks to the chair.

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**LIST OF PARTICIPANTS**

1. Shri Upendra Kushwaha, Chairperson, Minister of State for HRD
2. Shri Ram Bilas Sharma, Education Minister, Haryana
3. Ms. Rina Ray, Additional Secretary, MHRD
4. Shri Vinayak Lohani, Founder of PARIVAAR Organization
5. Ms. Anjali Deshpande, Founder Secretary of 'DRISHTI' Stree Adhyayan Prabodhan Kendra
6. Shri Ramji Raghvan, Founder-Chairman, Agastya International Foundation
7. Dr. Hrushikesh Senapty, Director, NCERT
8. Shri Priyank Kanoongo, Member, NCPCR
9. Ms. Shilpa Gupta, Addl. Project Director, RMSA, Madhya Pradesh
10. Ms. Anamika Singh, Deputy Secretary, MHRD
11. Shri V.K. Verma, Under Secretary, MHRD

**2 (d)**

**Skill and Technical education in the school and higher education systems.**

## **Status of the Sub-Committee of CABE on Skill & Technical Education in School & Higher Education System**

In pursuance of a resolution adopted in the 63<sup>rd</sup> Meeting of the Central Advisory Board of Education (CABE) held on the 19<sup>th</sup> August, 2015 under the chairpersonship of Hon'ble Minister of Human Resource Development, it was decided that a Sub-committee of CABE be constituted under the Chairpersonship of Prof. (Dr.) Ram Shankar Katheria, Minister for State in the Ministry of Human Resource Development.

2. In light of above, vide this Ministry order no. F.No.2-12/2015.PN-1 dated 16<sup>th</sup> October, 2015 the Sub-committee of CABE under the Chairpersonship of Prof. (Dr.) Ram Shankar Katheria, Minister for State in the Ministry of Human Resource Development for Skill & Technical Education in School & Higher Education System was constituted. Copy of the Order is enclosed as Annexure-I.

3. So far only one meeting of the committee has been held on 29<sup>th</sup> March, 2016. Minutes of the meeting are at Annexue-II.

F. No.2-12/2015-PN-I  
Government of India  
Ministry of Human Resource Development  
(Department of Higher Education)

Shastri Bhawan, New Delhi  
Dated the 16<sup>th</sup> October, 2015

**ORDER**

**Subject: - Central Advisory Board of Education (CABE) – Constitution of Sub-Committee on Skill & Technical Education in School & Higher Education System.**

In pursuance of a resolution adopted in the 63<sup>rd</sup> Meeting of the Central Advisory Board of Education (CABE) held on the 19<sup>th</sup> August, 2015 under the Chairpersonship of Hon'ble Minister of Human Resource Development, it has been decided with the approval of the competent authority to constitute a Sub Committee of CABE under Chairpersonship of Prof. (Dr.) Ram Shankar Katheria, Minister of State for Human Resource Development for Skill & Technical Education in School & Higher Education System. The composition of the Sub Committee shall be as under:-

S.No.	Name		
1.	Prof. (Dr.) Ram Shankar Katheria, Minister of State for Human Resource Development	Chairperson	151644/1
2.	Shri Yitachu, Minister (School Education), Nagaland	Member	55096/1
3.	Shri Mantri Prasad Naithani, Minister (School Education), Uttarakhand	Member	55098/15
4.	Dr. Ranjeet Patil, Minister of State for Urban Development, Maharashtra	Member	55100/15
5.	Shri Manish Sabharwal, CEO, Team Lease India & CABE Member	Member	55102/15
6.	Dr. Joram Begi, CABE Member	Member	55104/15
7.	President, The Institution of Engineers	Member	55106/15
8.	Chairman, UGC	Member	55109/15
9.	Chairman, AICTE	Member	55110/15
10.	Chairman, NIOS	Member	55111/15
11.	Additional Secretary (TE), MHRD	Member Secretary	151644(1)

*9 Letters*  
*[Signature]*  
2/14

**OK**



2. The Terms of Reference of the Sub-Committee would be as under:-

- (i) To study the existing skill education & technical education system and its scope for integrating within the educational institutions, both at school and higher education level;
- (ii) To analyze hindrances in development of skill & technical education, state specific and suggest measures to overcome these;
- (iii) To suggest reforms in the existing educational pattern in order to facilitate skill development and strengthening of vocational education & training;
- (iv) To suggest measures to make existing vocational education system relevant to market needs; and
- (v) To suggest measures to involve industry in training programmes and to promote industry & academia interaction to bridge the gap between demand and supply.

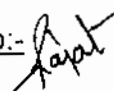
3. The Sub Committee shall hold consultations with the State Governments and other stakeholders and shall submit its report to the Government within one year from the date of its constitution.

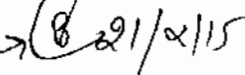
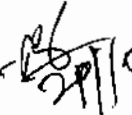
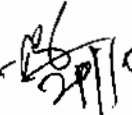
4. The Committee will be provided secretarial assistance by Technical Bureau, D/o Higher Education.

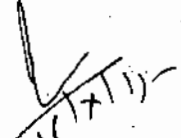
5. TSG (RUSA) shall provide logistic & financial support to the Committee. The Members of the Committee shall be paid TA/DA at the rate that are payable to the Members of the High Powered Committees by TSG (RUSA).

  
(Rakesh Ranjan)  
Joint Secretary (P)

- 1) The Chairperson of the Sub Committee
- 2) All the members of the Sub Committee

Copy to:- 

- 1) PS to Hon'ble HRM 151644(2)/15 →  29/1/15
- 2) PS to MOS(UK)/PS to MOS(RSK) →  29/1/15
- 3) PS to Secretary (HE)/PS to Secretary (SE&L) 151644(6) ←  29/1/15
- 4) PPS to Additional Secretary (TE)

  
(Rakesh Ranjan)  
Joint Secretary (P)

**MINUTES OF THE MEETING OF CABE SUB-COMMITTEE O SKILL & TECHNICAL EDUCATION IN SCHOOL & HIGHER EDUCATION SYSTEM HELD ON 29<sup>TH</sup> MARCH, 2016 UNDER THE CHAIRMANSHIP OF HON'BLE MOS HRD, PROF. (DR.) RAM SHANKAR KATHERIA:**

The following were present:

(i) Prof. (Dr.) Ram Shankar Katheria, Hon'ble MOS, MHRD	Chairman
(ii) Sh. Yitachu, Minister (School Education), Nagaland	Member
(iii) Prof. Ved Prakash, Chairman, UGC	Member
(iv) Prof. Anil jD. Sahasrabudhe, Chairman, AICTE	Member
(v) Sh. C.B. Sharma, Chairman, NIOS	Member
(vi) Dr. Joram Begi	Member
(vii) Sh. Manish Sabharwal, CEO, Team Lease India	Member
(viii) Sh. HRP Yadav, Director, The Institute of Engineers (IoE)	Rep. of IoE
(ix) Sh. Maneesh Garg, JS(SE), MHRD	Rep. of SE&L
(x) Ms. Jyotsna Sitling, JS, MSDE	Rep. of MSDE
(xi) Sh. Anant Prakash Pandey, PS to Chairman, NSDA	Rep. of NSDA
(xii) Sh. R. Subrahmanyam, Additional Secretary (TE), MHRD	Member Secretary

Additional Secretary (TE) welcomed the Hon'ble Minister of State for Human Resource Development and met other distinguished members. He also explained the importance of this meeting and highlighted the essential of Terms of Reference to this committee. He also informed about the initiatives taken by the Ministry so far.

1. The Chairman of the committee stated that the importance of integrity existing skill education and technical education within the educational institution both at school and higher educational level. He also stressed upon the members to suggest the way out to overcome with present entrance in development of skills and technical education at policy level as well State level.
2. The Chairman of the committee requested the members to present their views and start the deliberations.
- 2.1 Chairman, UGC informed that the number of initiatives being undertaken by the UGC under the several skill development schemes like schemes of Carrier Oriented Courses (CoC), Community Colleges (CC), B.Voc and DDU Kaushal Kendra. These schemes allows the students those who are interested in perusing skill courses from level 3 to level 7 and also allows vertical movement to achieve higher order of skill competence. It was confirmed that most of the courses run by UGC have been made compliant to NSQF with the help of sector skill council. The Kaushal Kendra facilitates the institutions to have adjunct faculty from the industry relevant to the skill courses and the institution are in a position to overcome the shortages of faculty 10 years later. He also stated that MoU with an industry is must for the Kaushal Kendras.

During the deliberation, the Chairman of the committee insisted for breakup details year wise on the achievement of Community College, B.Voc and Kaushal Kendra.

- a. The CEO, Team Lease express that 4 Lakh students are undergoing apprenticeship every year and their academic credits may be awarded/regulated through the mode of distance education or online education.
- b. JS(SE) stated that the proper mapping in higher educational institutions is needed to support the our coming students from nearby schools with vocational subjects that are sanctioned as per the skill gap study.
- 2.2 The Chairman, AICTE presented various schemes numbers of skill development initiatives have been undertaken by AICTE since the inception of National Skill Development Policy,

PMKVY by technical institutions. It was also informed that the credit framework SAMVAY which integrates skills with higher education is being modified as per the prevailing skill development programme being run by different bodies.

During deliberation the following suggestions emerged:

- a. The Chairman, AICTE requested the Chairman of the Committee to encourage the institutions by way of getting relaxation in service tax for skill programmes which are NSQF compliant and CSR funds of industry may be allowed to meet the shortage of funds for running the skill courses.
- b. CEO, Team Lease expressed that the social status of the rural students may get uplifted while introducing Blended Learning (apprenticeship + online education) which is yet to be implemented by the regulating authorities.

2 (e)

**Extension of the Right of Children to Free and Compulsory Education Act, 2009 to Pre-School Education and Secondary Education.**

**Status note on the Sub-committee of CABE on 'Extension of the Right of Children to Free and Compulsory Education Act (RTE), 2009 to Pre-school education and Secondary education'**

In the 58th Meeting of the Central Advisory Board of Education (CABE) held on 7th June, 2011, it was felt that every child in the country – irrespective of gender, caste, class or community to which he or she belongs must have the right to at least 10 years of formal schooling. Accordingly, a "Committee of CABE on the subject of the Extension of the Right of Children to Free and Compulsory Education Act (RTE), 2009 to Pre-school education and secondary education" under the Chairmanship of Dr. D. Purandeshwari, the then Minister of State, MHRD with 23 members was set up. However, the Committee could not finalize its report.

2. The CABE in its 63<sup>rd</sup> Meeting held on 19<sup>th</sup> August, 2015 decided to reconstitute the Sub-Committee on the subject of 'Extension of Right of Children to Free and Compulsory Education (RTE) Act, 2009 to Pre-school education and Secondary education'.
3. Accordingly, the Sub-Committee was reconstituted on 4<sup>th</sup> April, 2016 under the chairmanship of Dr. Ram Shankar Katheria, the then Minister of State for Ministry of Human Resource Development.

The Terms of Reference of this Sub-Committee are:-

- (i) To examine the feasibility of bringing pre-school education under the Right of Children to Free and Compulsory Education Act, 2009 to ensure continuity on the child's educational development.
  - (ii) To examine the feasibility of bringing secondary education under the Right of Children to Free and Compulsory Education Act, 2009 so that every child has a right to ten years of formal schooling.
  - (iii) To propose a draft legislation incorporating the pre-school and secondary education component in the Right of Children to Free and Compulsory Education Act, 2009
  - (iv) To prepare detailed financial estimates for implementing children's right to pre-school and secondary education.
4. The first meeting of the reconstituted Sub-Committee of CABE was held on 12<sup>th</sup> May, 2016. The members of the Sub-committee have been divided into two sub-groups- one dealing with Pre-school education and the other dealing with Secondary Education with terms of reference of CABE committee as the indicative terms and reference for the sub-groups.
  5. Dr. Mahendra Nath Pandey, MOS(HRD), is the Chairman of the Sub-Committee as per the revised order dated 23<sup>rd</sup> August, 2016. The second meeting of the sub-committee is scheduled to be held on 19<sup>th</sup> October, 2016.
  6. The Sub-Committee, as per the terms of reference, was to submit its report within six months of its constitution i.e, 3<sup>rd</sup> October, 2016. As the Sub-Committee has not finalized its recommendations, a request has been made to extend its tenure for a further period of 6 months vide communication dated 21<sup>st</sup> September, 2016.

No. 2-16/2011-PN.1  
 Government of India  
 Ministry of Human Resource Development  
 Department of Higher Education  
 (Policy Norms – 1 Section)

Shastri Bhawan, New Delhi  
 Dated, the 23<sup>rd</sup> August, 2016.

ORDER

In the partial modification of the Order No. 2-16/2011-PN-1 dated 04-04-2016 read with Order No. 2-16/2011-PN-1 dated 27-05-2016 (Annexure A) regarding re-constitution of Committee of CABE on Extension of the Right of Children to Free and Compulsory Education Act, 2009 to Pre-school education and secondary education, it has been decided to appoint Dr. Mahendra Nath Pandey, MOS (HRD) as Chairman of the Sub-committee of CABE vice Prof. (Dr.) Ramshankar Katheria, former MOS (HRD).

2. The composition of the Sub-committee stands modified to that extent.

(Rakesh Ranjan)  
 Joint Secretary (P)

To :-

1. All Members of the Committee of CABE on "Extension of the Right of Children to Free and Compulsory Education Act, 2009 to Pre-school education and secondary education.
2. All Members of CABE.
3. Vice Chancellor, National University of Educational Planning and Administration (NUEPA), Sri Aurobindo Marg, New Delhi-110016.

(Rakesh Ranjan)  
 Joint Secretary (P)

Copy to :

1. PS to HRM/PS to MOS(MNP) PS to MOS(UK)
2. PPS to Secretary (HE)/PPS to Secretary (SE&L)/PS to SS
3. AS(SE)/AS(T)
4. JS(P)/JS(HE)/JS(Tel)/JS(CU&L)/JS&FA/JS(EE.I)/JS(AE)/JS(SE.I)/JS(SE.II)/EA(HE)/EA(SE&L).
5. Webmaster, CMIS (for uploading in the Ministry's website).
6. EE-4 Section/Sch.I Section/CDN Section/AR Section
7. IF Division
8. Guard File

(Rakesh Ranjan)  
 Joint Secretary (P)

CABE Committee

**No.2-16/2011-PN.I**  
**Government of India**  
**Ministry of Human Resource Development**  
**Department of Higher Education**  
**(Policy Norms - I Section)**

Shastri Bhawan, New Delhi  
Dated, the 27<sup>th</sup> May, 2016

**ORDER**

In the partial modification of the order no. 2-16/2011-PN-I dated 4-04-2016 (Annexure-I) on the subject noted above, it has been decided to subsume the Sub-Committee constituted vide order no.1-47/2012-Sch.-I dated 4<sup>th</sup> December, 2015 (Annexure-II) under the Chairmanship of Minister of the School Education, Gujarat into the Sub-Committee constituted vide order no. 2-16/2011-PN-I dated 4-04-2016. Accordingly, the composition of the Sub-Committee of CABE on "Extension of the Right of Children to Free and Compulsory Education Act, 2009 to Pre-school education and secondary education" may be read as under:

S.No.	Name	
1.	Prof. (Dr.) Ramshankar Katheria	Chairman
2.	Minister for Human Resource Development, Bihar	Member
3.	Minister for School Education, Gujarat	Member
4.	Minister for Education, Assam	Member
5.	Minister for Education, Kerala	Member
6.	Minister for Education, Haryana	Member
7.	Minister for School Education, Maharashtra	Member
8.	Minister for School Education, Tripura	Member
9.	Minister for School Education, Tamil Nadu	Member
10.	Minister for School Education, Madhya Pradesh	Member
11.	Minister for Education, Manipur	Member
12.	Minister for Secondary Education & Language, Uttar Pradesh	Member
13.	Minister for School Education, Uttarakhand	Member
14.	Minister for School Education, West Bengal	Member
15.	Shri Ashok Bhagat, Padma Shree	Member
16.	Ms. Indu Prasad, Azim Premji Foundation	Member
17.	Ms. Sashikala Imchen, Maple Tree School, Dimapur, Nagaland	Member
18.	Ms. Rashmi Mishra, Principal, KV, Andrews Ganj	Member
19.	Prof. Harish Chandra Singh Rathore, VC, Central University, Gaya	Member
20.	Joint Secretary, Department of Expenditure, Ministry of Finance	Member
21.	Adviser (Education), Niti Aayog	Member
22.	Joint Secretary, Ministry of Women and Child Development	Member
23.	Joint Secretary, Ministry of Tribal Affairs	Member
24.	Joint Secretary, Ministry of Social Justice & Empowerment	Member
25.	Joint Secretary, Ministry of Law & Justice	Member
26.	Chairman, Central Board of Secondary Education (CBSE)	Member
27.	Director, National Council for Education Research and Training (NCERT)	Member

28.	Vice-Chancellor, National University of Educational Planning and Administration (NUEPA)	Member
29.	Additional Secretary (SE&L), MHRD	Member-Secretary

2. The other terms of Reference of the CUBE Committee would be same.

(Rakesh Ranjan)  
Joint Secretary (P)

To: -

1. All Members of the Committee of CUBE on the subject of Extension of the Right of Children to Free and Compulsory Education Act, 2009 to Pre-school education and secondary education.
2. All Members of CUBE.
3. Vice Chancellor, National University of Educational Planning and Administration (NUEPA), Sri Aurobindo Marg, New Delhi - 110016

(Rakesh Ranjan)  
Joint Secretary (P)

Copy to:

1. PS to HRM/PS to MOS (RSK)/ PS to MOS (UK)
2. PPS to Secretary (HE)/ PPS to Secretary (SE&L)/PS to SS
3. AS (SE)/AS(T)
4. JS(P)/JS(HE)/JS(Tel)/JS(CU&L)/JS&FA/JS(EE.I)/JS(AE)/JS(SE-I)/JS(SE.II)/EA(HE)/EA(SE&L).
5. Webmaster, CMIS (for uploading in the Ministry's website)
6. EE-4 Section/ Sch.I Section/ CDN Section/ AR Section
7. IF Division
8. Guard File.

(Rakesh Ranjan)  
Joint Secretary (P)



No.2-16/2011-PN.I  
Government of India  
Ministry of Human Resource Development  
Department of Higher Education  
(Policy Norms - I Section)

Shastri Bhawan, New Delhi  
Dated, the 4<sup>th</sup> April, 2016

ORDER

The 58<sup>th</sup> Meeting of the Central Advisory Board of Education (CABE) was held on 7<sup>th</sup> June, 2011 wherein it was felt that every child in the country - irrespective of gender, caste or community to which he or she belongs must have the right to at least 10 years of formal schooling. It was recommended that a Committee comprising Ministers, member of civil society as well as educationists to formulate the draft legislation. A Sub-Committee of CABE "Committee of CABE on the subject of Extension of the Right of Children to Free and Compulsory Education Act, 2009 to Pre-school education and secondary education" was, therefore, constituted under the Chairmanship of Dr. D. Purandeswari, the then Minister of State, MHRD vide Order of even number dated 4<sup>th</sup> August, 2011. However, the Committee could not submit its report.

2. The matter was placed before the CABE in its 63<sup>rd</sup> meeting held on 19<sup>th</sup> August, 2015 wherein it was decided to reconstitute the Sub-Committee. Accordingly, it has been decided with the approval of the Minister of Human Resource Development to reconstitute the Sub-Committee with the following composition: -

S.No.	Name	
1.	Prof. (Dr.) Ramshankar Katheria	Chairman
2.	Minister for Human Resource Development, Bihar	Member
3.	Minister for Education, Assam	Member
4.	Minister for Education, Kerala	Member
5.	Minister for Education, Haryana	Member
6.	Minister for School Education, Madhya Pradesh	Member
7.	Minister for Education, Manipur	Member
8.	Minister for Secondary Education & Language, Uttar Pradesh	Member
9.	Minster for School Education, West Bengal	Member
10.	Shri Ashok Bhagat, Padma Shree	Member
11.	Ms. Indu Prasad, Azim Premji Foundation	Member
12.	Ms. Sashikala Imchen, Maple Tree School, Dimapur, Nagaland	Member
13.	Ms. Rashmi Mishra, Principal, KV, Andrews Ganj	Member
14.	Prof. Harish Chandra Singh Rathore, VC, Central University, Gaya	Member
15.	Joint Secretary, Department of Expenditure, Ministry of Finance	Member
16.	Adviser (Education), Niti Aayog	Member
17.	Joint Secretary, Ministry of Women and Child Development	Member
18.	Joint Secretary, Ministry of Tribal Affairs	Member
19.	Joint Secretary, Ministry of Social Justice & Empowerment	Member
20.	Joint Secretary, Ministry of Law & Justice	Member
21.	Chairman, Central Board of Secondary Education (CBSE)	Member

22.	Director, National Council for Education Research and Training (NCERT)	Member
23.	Vice-Chancellor, National University of Educational Planning and Administration (NUEPA)	Member
24.	Additional Secretary (SE&L), MHRD	Member-Secretary

2. The terms of Reference of the CAGE Committee are: -

- (i) To examine the feasibility of bringing pre-school education under the Right of Children to Free and Compulsory Education Act, 2009 to ensure continuity on the child's educational development.
- (ii) To examine the feasibility of bringing secondary education under the Right of Children to Free and Compulsory Education Act, 2009 so that every child has a right to ten years of formal schooling.
- (iii) To propose a draft legislation incorporating the pre-school and secondary education component in the Right of Children to Free and Compulsory Education Act, 2009
- (iv) To prepare detailed financial estimates for implementing children's right to pre-school and secondary education.

3. The Committee shall be provided the secretariat assistance by NUEPA. The Members of the committee shall be paid TA/DA at the rate that are payable to the Members of the High Powered Committee by NUEPA.

4. The Committee may hold consultations with stakeholders, including parents, teacher associations, school managements, State Governments and representatives of local bodies and civil society organizations.

5. The Committee shall give its recommendations within six months from the date of its reconstitution.

(Rakesh Ranjan)  
Joint Secretary (P)

To: -

1. All Members of the Committee of CAGE on the subject of Extension of the Right of Children to Free and Compulsory Education Act, 2009 to Pre-school education and secondary education.
2. All Members of CAGE.
3. Vice Chancellor, National University of Educational Planning and Administration (NUEPA), Sri Aurobindo Marg, New Delhi - 110016

(Rakesh Ranjan)  
Joint Secretary (P)

Copy to:

1. PS to HRM/PS to MOS (HRD)
2. PPS to Secretary (HE)/ PPS to Secretary (SE&L)/PS to SS
3. AS (SE)/AS(T)
4. JS(P)/JS(HE)/JS(Tel)/JS(CU&L)/JS&FA/JS(EE.I)/JS(AE)/JS(SE-I)/JS(SE.II)/EA(HE)/EA(SE&L).
5. Webmaster, CMIS (for uploading in the Ministry's website)
6. EE-4 Section/ CDN Section/ AR Section
7. IF Division
8. Guard File.

(Rakesh Ranjan)  
Joint Secretary (P)

(Amended-Do) 62790

F.No.1-47/2012-Sch.1  
 Government of India  
 Ministry of Human Resource Development  
 Department of School Education and Literacy  
 SE.1 Bureau  
 \*\*\*\*\*

Shastri Bhawan, New Delhi  
 Dated: 4<sup>th</sup> December, 2012

ORDER

Subject: Re-constitution of the CAGE Committee on Extension of Right of children to Free and Compulsory Education Act to Pre-School Education and Secondary Education

In furtherance to the notification of CAGE Committee on Extension of Right of children to Free and Compulsory Education Act 2009 to Pre-School Education and Secondary Education on 04.08.2011, it has been decided with the approval of the competent authority to re-constitute the CAGE Committee on Extension of Right of children to Free and Compulsory Education Act to Pre-School Education and Secondary Education under the Chairpersonship of Shri Bhupendrasinh Manubha Chudasama, Minister of School Education, Gujarat.

Sr. No.	Name and Address	
1.	Bhupendrasinh Manubha Chudasama, Minister of School Education, Gujarat	Chairperson
2.	Shri Vinod Tawde, Minister of School Education, Maharashtra	Member
3.	Shri Tapan Chakraborty, Minister of School Education Tripura	Member
4.	Thiru K. C. Veeramani, Minister of School Education, Tamil Nadu	Member
5.	Mrs. Indira Hridayesh, Minister of School Education Uttarakhand	Member
6.	Joint Secretary, SE.1, MHRD	Member Convener

2. The Terms of Reference mandates the Committee:

- (i) To examine the feasibility of bringing pre-school education under the Right of Children to Free and Compulsory Education Act, 2009 to ensure continuity on the child's educational development.
- (ii) To examine the feasibility of bringing secondary education under the Right of Children to Free and Compulsory Education Act, 2009 so that every child has a right to ten years of formal schooling.
- (iii) To propose a draft legislation incorporating the pre-school and secondary education component in the Right of Children to Free and Compulsory Education Act, 2009.
- (iv) To prepare detailed financial estimates for implementing children's right to pre-school and secondary education.

3. The Committee shall hold consultation with the Central/State Governments and other stakeholders, including parents, teacher associations, school managements, representatives of local bodies and civil society organizations.

4. The Committee will be provided secretarial assistance by TSG (RMSA) under SE Bureau, Department of School Education and Literacy.

5. The Committee shall give its recommendation within one year from the date of its constitution.

*Mare* 1/12  
 (Maneesh Garg)  
 Joint Secretary (SE-1)  
 Tele: 011-23386232  
 Email: maneesh.garg@nic.in

- (1) The Chairperson of the Committee
- (2) All the Members of the Committee

Copy to:

- (1) PS to Hon'ble HRM
  - (2) PS to Secretary (SE&L)
  - (3) PPS to JS (SE.1)
- 9/12/15  
*[Handwritten signatures and initials]*

**Proceedings of the CABE Sub-Committee on the subject of Extension of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 to Pre-School Education and Secondary Education held on 12.05.2016 under the Chairmanship of Prof. (Dr.) Ram Shankar Katheria.**

1. The Central Advisory Board of Education (CABE) in its 63<sup>rd</sup> meeting held on 19<sup>th</sup> August, 2015 decided to reconstitute the Sub-Committee on the subject of the 'Extension of Right of Children to Free and Compulsory Education (RTE) Act, 2009 to Pre-School Education and Secondary Education'.
2. Accordingly, the Sub-Committee has been reconstituted on the 4<sup>th</sup> April, 2016 and subsequently modified by order dated 27<sup>th</sup> May, 2016 for giving its recommendations within six months from the date of its reconstitution.
3. Terms of Reference of the Sub- Committee are:
  - (i) To examine the feasibility of bringing pre-school education under the RTE Act, 2009 to ensure continuity on the child's educational development.
  - (ii) To examine the feasibility of bringing secondary education under the RTE Act, 2009 so that every child has a right to ten years of formal schooling.
  - (iii) To propose a draft legislation incorporating the pre-school and secondary education component in the RTE Act, 2009
  - (iv) To prepare detailed financial estimates for implementing children's right to pre-school and secondary education.
4. The First meeting of the Sub -Committee was held on 12<sup>th</sup> May, 2016 from 1:00 PM onwards at Jacaranda -2 Hall, India Habitat Center, Lodhi Road, New Delhi. Prof. (Dr.) Ram Shankar Katheria, Hon'ble Minister of State for Human Resource Development chaired the meeting. Ms. Rina Ray, Additional Secretary, Department of School Education & Literacy, Ministry of HRD and Ms. Surbhi Jain, Director Department of School Education & Literacy, Ministry of HRD attended the meeting. List of members and others who attended the meeting is annexed as Annexure I.
5. **Ms. Rina Ray**, Additional Secretary (SE&L), MHRD and Member-Secretary of the Sub-Committee cordially welcomed **Prof. (Dr.) Ram Shankar Katheria**, Hon'ble Minister of State for Human Resource Development, the experts, members and invitees and initiated the meeting by first giving a brief introduction and background of the issues under consideration. She suggested that it would be better if the experts are divided into two sub groups for pre-school education and secondary education and mentioned that there is a need to co-opt a few more experts from other States and UTs where pre-school facilities are available. If the RTE Act, 2009 is extended to pre-school, there would be a requirement of fresh recruitment of qualified teachers and helpers for children since the requirements of a child of 6 years are quite different from a child of 4 years or 5 years. There would also be a requirement of extra classrooms and consequently financial implications as well. Various issues i.e, mid day meals, uniforms, play-way methodology, etc would also need to be explored.
6. **Ms. Surbhi Jain**, Director, Department of School Education & Literacy, Ministry of HRD presented a power point presentation on the subject of Extension of the RTE Act, 2009 to pre-school education and secondary education.
7. **Prof. (Dr.) Ram Shankar Katheria**, Hon'ble Minister of State for Human Resource Development & the Chairman of the Sub-Committee observed that the minutes of the meetings

of the earlier Sub Committee, which was constituted in 2011, need to be carefully analyzed so as to know about the outcome of those discussions. Presently, even in rural areas also there is awareness and children are being sent to schools at 4+. Insofar as the pre-school education is concerned, we need to examine the Integrated Child Development Scheme (ICDS) and there is a need to converge with the Ministry of Women and Child Development (WCD), which is presently implementing the ICDS. There are many issues that need to be discussed such as recruitment of teachers at various levels, curriculum preparation for teacher educators, financial allocations, etc. With regard to the secondary level of education, the major issue is the huge involvement or presence of private sector. While keeping these factors into consideration, he suggested constitution of two expert groups- one on Extension of RTE to Pre-school education and the other on Extension of RTE to Secondary education.

8. **Shri Ashok Bhagat**, Padam Shree mentioned that it is a sensitive issue and concerns convergence of two departments, i.e. Human Resource Development and Department of Women and Child Development. He further mentioned that there are many issues that need to be discussed such as role of Mid Day Meal (MDM) in education, the status of vocational education at the secondary level. There is a need to focus on child-centre pedagogy, issue of large drop-out rate, play-way methodology, entertaining method of education and holistic development of the children. Teaching, learning equipment and materials should be suitable for meeting the all-round developmental of all children. Extension of Right of Children to Free and Compulsory Education (RTE) is a good idea but before we proceed further, the feasibility has to be examined through case studies in detail. He also made an observation that nutrition is also a very important issue which needs to be considered. There is a need to conduct case studies at the grass root level in various States so as to know what is actually happening in practice so that one is aware of the practical problems being faced in reality.

9. **Prof Harish Chandra Singh Rathore**, Vice-Chancellor, Central University, Gaya mentioned that the right of secondary education is a necessity of the present times. He further mentioned that the extension of the RTE Act to secondary education will not be too much of a burden on the Government and there will not be of much financial implications. Secondary education has proven to be more beneficial in improving the health, gender equality and overall living conditions and it is also critical to breaking the inter-generational vicious cycle of poverty. For achieving the sustainable development, the youth needs to be provided with a minimum of 10 years of school education. He did not support extension of RTE to Pre-school education. He expressed the view that the age for starting education under the RTE Act, 2009 should be reduced to 5 and not below that because of the practical difficulties involved.

10. **Ms. Indu Prasad**, Azim Premji Foundation pointed out that the research has established that the formative years of 3 to 6 of a child are very critical for development. It will be a great challenge to integrate pre-school to school education. She pointed out that theoretically it is a welcome step but this requires detailed deliberations and detailed studies before implementation. Detailed deliberations would be required on extension of RTE to Pre-school education and Secondary education including age of entry, content, curriculum and methods of teaching, pre-adolescent/ adolescent issues, issues regarding infrastructure, health and nutrition, safety issues, sexual health, child entitlements, pedagogical viability, financial implications, issue of convergence and connection with ICDS programmes, etc.

11. **Ms. P Srivastva**, Dy. Advisor-NITI Aayog mentioned that the initial years of child are crucial and cognitive and intellectual developments take place during these years, therefore the child rights for the age group of 0-6 years cannot be ignored. The XIIth Five Year Plan had emphasized that young children be provided opportunities and experiences through ECCE that leads to their all-round development -physical, social, emotional and school readiness.

Acknowledging the significance of pre-school education, the 12th Five Year Plan proposed that every primary school would be facilitated to have a pre-primary section to provide pre-primary education with a school readiness programme for at least one year for children in the age group of four to six years. The concept of 'early learning units' would be introduced which would bring together the pre-primary and early primary grades into an integrated unit.

12. **Ms. Rashmi Mishra**, Principal, Kendriya Vidyalaya, Andrews Ganj, Delhi shared that there are many issues that need to be discussed such as recruitment of teachers at various levels and curriculum preparation for teacher educators. It is an established fact that school readiness programmes i.e. pre-school education for children in the age group of 4-5 years, prepares the children for primary education in a better way. She pointed out that there should be highly trained teachers and special environment needs to be provided. She also opined that the RTE Act should be extended to 12<sup>th</sup> class.

13. **Shri V.K Pandey**, Joint Director RMSA, Uttar Pradesh pointed out that in the Secondary education, one of the important issues is the multiplicity of Boards, e.g., in the State of Uttar Pradesh, there are CBSE, ICSE, UP Madarsa Board, Old Uttar Pradesh Board, etc and all these are statutory bodies. In view of this, therefore, in case the RTE Act is to be modified to include these boards then there could be a clash and therefore such legal issues would need to be addressed and be resolved. Another important issue is that, at the Middle level in the State of UP there are about 22000 private schools as against 1900 government schools and there is enrolment of about 90% of students with the private schools. Therefore, this can pose challenge during implementation. With respect to secondary education issues related to requirement of additional infrastructure and teachers, quality of education, teacher preparation and private sector regulation should be examined before extension of the RTE Act, 2009 to Secondary education.

14. **Ms. Neelam Bhandari**, Deputy Director SCERT Haryana shared that there are many issues that need to be discussed such as qualifications and capacity building of teachers, ensuring focus on child-centered pedagogy, curriculum, Teaching learning materials, Board exams and need for effective use of ICT as teaching learning tool.

15. **Ms. Shipra Roy**, Deputy Secretary- MWCD pointed out that Early Childhood Care and Education (ECCE) for children below 6 years to be a significant input for primary education, both as a feeder programme for school preparation and as a support programme for education. ICDS looks at the holistic development of child but it has been argued by many that ICDS does not have the trained teachers to cater to the educational needs of the children of 4 to 6 years, and therefore before the extension of RTE to Pre-school, there is need for effective coordination with ICDS. She stressed that the non formal education in Aanganwadi centers is very important and that there is a need of convergence with WCD.

16. **Mr. K. Senthil Kumar**, Additional Secretary, Deptt. of Education, Bihar pointed out that there is a need to take note of the ground realities. Extension of RTE would cause a huge financial burden and the States would not be able to bear it. Extension of RTE is an ideal goal but has practical difficulties. There is a need to train untrained teachers and it will take about 10-15 years to train the untrained teachers. The feasibility in terms of financial resources/ budget constraints has to be examined before proceeding further on this issue. There has to be 60% assistance from the Centre and only then the States would be able to take up this.

17. **Sh. G.C. Mishra**, Joint Secretary, Ministry of Law and Justice Govt. of India mentioned that the 86<sup>th</sup> Amendment to the Constitution of India, Insertion of new article 21A and its consequential legislation, the Right to Education Act 2009 enabled a historic shift of provision of

Free and Compulsory Education to all children from 6 to 14 years of age from Directive Principles to a full-fledged Fundamental Right. However, the Amendment delimited the right of children to free and compulsory education to the age group of 6-14 years only and section 11 of the RTE Act highlights the need for preschool education. With improvement in the completion rate of elementary cycle and increased demand for secondary education, it is necessary to bring secondary education under the framework of the RTE Act. It is to be considered as to whether the present RTE Act is to be amended or a separate Act is formulated.

18. **Prof. J.B.G. Tilak**, Vice-Chancellor NUEPA mentioned that it needs to be considered as to whether to make pre-school education and Secondary education Compulsory, Free and Fundamental Right of an individual? The major issues for the discussion are the entry age for pre-school under the extended framework, qualifications and capacity building of teachers for preschool, ensuring focus on child-centered pedagogy, play-way methodology and holistic development as critical elements of pre-school education, and need for effective coordination with ICDS and restructuring of the ICDS scheme, Institutional arrangement for delivery of preschool education.

19. For implementation of the RTE at secondary level, information needs to be gathered on several aspects such as: Demographic - Current Population of 14-16 & 16-18 years age group and projections for another 10 years; number of school places required (Government, private); teacher requirement; current patterns of financing by States, etc.

20. **Dr. Hrushikesh Senapaty**, Director NCERT pointed out that curriculum content and class room requirement also needs to be examined. Other important factors include assessment of existing infrastructure, appointment of additional teachers as per new PTR norms, Teacher eligibility test, Teacher training institute, role and regulatory mechanism of the private sector, pedagogical aspects and implementation of CCE.

21. **Harshit Mishra**, Sr. Research officer NITI Aayog mentioned that we need to explore as to whether to make Pre-school education and Secondary education Compulsory, Free and a Right of an individual? Detailed deliberations are required on various issues such as abolition of Board Examinations, parents' views on 'no detention policy' and no denial of admission around the year, free admission in private school and quality education. He also stressed the point that about 90% of the High school students in UP are in private schools and since the situation is similar in other states also, therefore the RTE Act would need to be modified to include private schools as well.

22. **Dr. Madhumita Bandyopadhyay**, Associate Professor NUEPA pointed there is a need to look into assessment of existing infrastructure, the norms of opening school, school infrastructure, teacher recruitment, enrollment, teachers qualification, improper implementation of CCE, no detention policy, access of education etc. She suggested that we should also look at large number of habitations not having secondary education access up to 5 km or 8km and there is a need to upgrade upper primary school to secondary education school.

23. **Dr. Sunita Chugh**, Professor NUEPA pointed-out that as regards making Pre-school education and Secondary education Compulsory and Free, we should look at the right of the child keeping the child at the center point and not from the institutional point. Role of the education providers - State and the private institutions, and qualifications of the teachers of preschool education and anganwadi, regulatory mechanism for private schools needs to be looked into and time frame for implementation, financing and curriculum content also needs to be examined.



24. **Ms. Rina Ray**, Additional Secretary (SE&L), MHRD and Member- Secretary of the Committee summed up the deliberations of the meeting by highlighting various issues of concern. She suggested that the members of the Sub-Committee may be divided into two sub-groups - one dealing with pre-school Education and the other dealing with secondary Education along with some experts in the field (Annex-I and Annex-II). The terms of reference of the CABE committee would be the indicative terms and reference for the sub-groups. She suggested that two concept papers may be developed by NUEPA on Extension of RTE Act, 2009, to Pre-school and Secondary Education separately based on the deliberations of the earlier Committee by 30<sup>th</sup> June, 2016. These concept papers would be shared with the sub-groups and then considered in a meeting of the sub-groups. The reports of the sub-groups would then be presented before the CABE committee so that a final decision is taken.

25. **Prof. (Dr.) Ram Shankar Katheria**, Hon'ble Minister of State for Human Resource Development in his concluding remarks agreed to her suggestions. Each Sub-group should chalk out a plan of action within the time frame so that the report of the CABE committee is finalized timely. He remarked that it is necessary that all Committee members should attend the meetings so that the purpose of the meeting is achieved.

The meeting ended with formal vote of thanks by Ms. **Rina Ray**, Additional Secretary (SE&L), MHRD

**Sub Group on extension of RTE Act, 2009 to Pre-school Education****List of the members**

<b>S. No.</b>	<b>Name</b>
1.	Minister for Human Resource Development, Bihar
2.	Minister for Education, Assam
3.	Minister for Education, Kerala
4.	Minister for School Education, Madhya Pradesh
5.	Minister for Education, Tripura
6.	Minister for Education, Uttarakhand
7.	Shri Ashok Bhagat, Padma Shree
8.	Ms. Sashikala Imchen, Maple Tree School, Dimapur, Nagaland
9.	Joint Secretary, Department of Expenditure, Ministry of Finance
10.	Adviser (Education), Niti Aayog
11.	Joint Secretary, Ministry of Women and Child Development
12.	Joint Secretary, Ministry of Law & Justice
13.	Director, National Council for Education Research and Training (NCERT)
<b>Co-opted Members</b>	
14.	Prof. Venita Kaul, Professor, Ambedkar University Delhi.
15.	Ms. Mridula Bajaj, Executive Director, Mobile Creches for Working Mothers Children
16.	Prof. Nalini Juneja, Professor, Educational Management, NUEPA
17.	Dr. Sunita Chugh, Associate Professor, NUEPA – Rapporteur

**Sub Group on extension of RTE Act, 2009 to Secondary Education****List of Members**

<b>S. No.</b>	<b>Name</b>
1.	Minister for Education, Haryana
2.	Minister for Education, Manipur
3.	Minister for Secondary Education & Language, Uttar Pradesh
4.	Minister for Education, Gujarat
5.	Minister for School Education, West Bengal
6.	Minister for Education, Tamil Nadu
7.	Minister for Education, Maharashtra
8.	Ms. Indu Prasad, Azim Premji Foundation
9.	Ms. Rashmi Misra, Principal, KV, Andrews Ganj
10.	Prof. Harish Chandra Singh Rathre, VC, Central University, Gaya
11.	Joint Secretary, Ministry of Tribal Affairs
12.	Joint Secretary, Ministry of Social Justice & Empowerment
13.	Chairman, Central Board of Secondary Education (CBSE)
14.	Vice-chancellor, National University of Educational Planning and Administration (NUEPA)
<b>Co-opted Members</b>	
15.	Joint Secretary, SE-I
16.	Dr. Jyotsna Jha, Director, Centre for Budget and Policy Studies
17.	Dr. Ranjana Arora, Associate Professor, NCERT
18.	Dr. Madhumita Bandhopadhyay, Associate Professor, NUEPA - Rapporteur

**AGENDA ITEMS/ISSUES RECEIVED FROM  
STATES/UTs/MINISTRIES/DEPARTMENTS/CABE MEMBERS**

**ANNEXURE**

Sl. No	State/UT/Ministry/ Department/CABE Member	Proposed Agenda	Page No.
1.	Government of Telangana, Hyderabad	<p>(i) Under 'Beti Bachao, Beti Padhao' initiative, new Scheme to set up Residential Institutions for the Girls education from Class V to atleast Class XII, to begin with, in all the Districts in the Country. The Schools should be in English Medium with CBSE syllabus and can be designed on the pattern of the Jawahar Navodaya Vidyalayas Schools.</p> <p>(ii) Discussion of review of the Section 12 (C) of the RTE Act, 2009. i.e. a School under Specified Category and Un-aided Schools shall admit in Class I to the extent of atleast 25% of the strength of that Class, children belonging to weaker sections and disadvantage groups in the neighbourhood and provide free and compulsory elementary education to them.</p>	57-59
2.	Shri Latif Magdum, CABE member representing Minority Educational Institutions	<p>(i) All Madarsas in the Country should be converted in to Regular Schools/Junior Colleges and further suggesting that the medium of these traditional Institutions should be in English so it will be at par with NEP.</p> <p>(ii) Vocational Training should be provided to the children studying in Madarsas to enhance their opportunities for entering into job market and encourage entrepreneurship.</p> <p>(iii) Education Policy for Minority.</p> <p>(iv) Establishment of Directorate of Minority Welfare.</p>	60           61-62
3.	Shri Biswaranjan Nayak, President, Council of Architecture	<p>(i) Introduction of subject of "Architecture" in the curriculum of 10+2 in CBSE and all other State Boards in India.</p> <p>(ii) To consider declaring NATA conducted by the Council of Architecture as a single window Aptitude Test in Architecture for</p>	63

		admission to all centrally funded institutions.  (iii) To consider inclusion of representation of the Council of Architecture in various committee, specially Sub-Committee on "Skill & Technical Education in School & Higher Education System, constituted by MHRD under CABE.	
4.	Kendriya Vidyalaya Sangathan (KVS)	Component of 'Value Education' may be discussed during the meeting.	64
5.	National Commission for Protection of Child Rights	(i) Better implementation of Section 12(1) (c) of RTE Act, 2009.  (ii) Issue of vocational education and skill-based training  (iii) Review of RTE Act, 2009  (iv) Centralised mechanism for grievance redressal.  (v) Hostel facilities for boys in districts with high migrant labour and for children in North Eastern States to prevent drop out.  (vi) Inclusion of street children/railway children etc. in the household surveys.  (vii) NCPDR's recommendations on devising pathways for re-engaging out-of-school children.  (viii) Redesign Continuous and Comprehensive Evaluation (CCE) as per Indian context.  (ix) Extend Mid-day meal programme to all children attending Madarasas and children admitted s under section 12 (1) (c).  (x) Convergence between different departments and ministries on deciding the menu of Mid Day Meal.  (xi) Reviewing the status of KGBVs.  (xii) Curriculum reform for Higher	65

		<p>Education.</p> <p>(xiii) Use of ICT for ensuring universalisation of elementary education.</p> <p>(xiv) Glorifying the teaching profession and establishing it as one of the most favoured career opportunity for youth.</p>	
6.	Smt. Indumathi Rao, Member of CABE	(i) A Unique Inclusive ECCD Program to scale up access to primary education	66-75
		(ii) Inclusive education by Philosophical perspective, current trends and implications for future in India.	76-86

By ~~Smt. Ranjeev R. Acharya~~ P. Acharya  
**Smt. Ranjeev R. Acharya, I.A.S.,**  
 Special Chief Secretary to Govt.



**Education Department**  
 Government of Telangana,  
 Room No. 117, D-Block, Ground Floor,  
 Telangana Secretariat, Hyderabad - 500 022.  
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 e-mail : prlsecedu@telangana.gov.in

Letter No.4417/SE.Prog.I/2015 dated 13.10.2016

To  
 Shri Rakesh Ranjan  
 Joint Secretary (P)  
 Department of Higher Education  
 Ministry of Human Resource Development  
 Government of India  
 Shastri Bhawan  
 New Delhi

Sir,

Subject:- 64th Meeting of Central Advisory Board of Education (CABE) to be held at 10.30 AM on 25.10.2016 - Confirmation of participation and suggesting agenda - Communicated - Regarding

Reference:- From the Joint Secretary (P), Department of Higher Education, GOI Letter No.F.NO.1-8/2016-PN-I dated 13.10.2016

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I am to invite your attention to the reference cited and to inform that Shri Kadiyam Srihari, Hon'ble Dy.Chief Minister and Minister, Education, Government of Telangana and Smt.Ranjeev R. Acharya, IAS., Special Chief Secretary to Government of Telangana, Education Department will participate in the 64th Meeting of Central Advisory Board of Education (CABE) to be held at 10.30 am on 25.10.2016.

2. It is requested that the following proposal of the State of Telangana may be included as an additional agenda during the discussions in the CABE meeting and this proposal may be made as a part of the New Education Policy:-

Under 'BETI BACHAO, BETI PADHAO' initiative of the Prime Minister for improving the status of Girls' Education in the Country, it is requested that Residential Education for the Girls



must be provided which can improve Enrolment and tackle the serious problem of Dropouts. One of the main reasons for low Enrolment of the Girls is the distance of the Schools from their houses, particularly Secondary Level Schools and the tendency to allot them household chores etc apart from the added reason of early marriages. If Residential pattern of Education is encouraged, these issues can be tackled easily. Govt. of India is requested to formulate and implement a new Scheme to set up these Residential Institutions for Girls' education from Class V to at least Class XII, to begin with, in all the Districts in the Country. The Schools should be in English Medium with CBSE syllabus and can be designed on the pattern of the Jawahar Navodaya Vidyalayas Schools.

3. I am to add further that during the discussions in the CAGE regarding New Education Policy, the following issue may kindly be discussed which was already referred to GOI by the State of Telangana:-

#### RTE Act

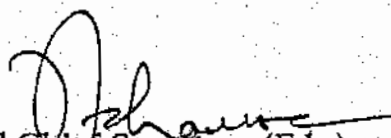
As per Section 12 (C) of the RTE Act, 2009, a School under Specified Category and Un-aided Schools shall admit in Class I to the extent of at least 25% of the strength of that Class, children belonging to weaker sections and disadvantaged groups in the neighbourhood and provide free and compulsory elementary education to them. As per Section 12(2), the Un-aided Schools providing free and compulsory education shall be reimbursed expenditure so incurred to the extent of per-child-expenditure incurred by the State or the actual amount charged from the child, whichever is less, in such manner as may be prescribed.

The implementation of this provision will lead to the enrolment in the Government Schools suffering a further decline which is already facing a major challenge because of Pre-Primary and English Medium demand from the parents. This would further lead to the under-utilisation of the existing infrastructure created over the years in Government Schools and the large number of Teachers already working in these Schools being left with very little or no work. It also means additional financial burden on the State Governments which has been estimated as Rs.218.01 Crores per annum for the Telangana State and this would progressively increase every year as the child moves from Class I to II and so on. Another adverse consequence that can arise is mushrooming of Private Schools only to corner this fee reimbursement. The State of

Telangana has already seen this in the case of Technical/Professional Institutions in the past and this would totally defeat the very intent and purpose of this provision. Moreover, most of the States in the Country are not implementing this provision yet.

In the consultative process taken up by the GOI for the 'New Education Policy' the need to review this provision has also been informed to the GOI. The State of Telangana has also addressed the GOI separately on 11.08.2015, 11.04.2016 and 15.06.2016 and in this regard. Therefore, the implementation of this provision requires a comprehensive discussion.

Yours faithfully,

  
Special Chief Secretary (Edn)

15.6.2016



## Maharashtra Cosmopolitan Education Society

2390-B, K.B. Hidayatullah Road, Camp, Pune 411 001. Tel.: 26452040, 26452288, 26449242, Fax : (020) 26459112  
 Email : info@mcesociety.org, info@mardentalcollege.org Website : www.mcesociety.org  
 secretary@azamcampus.org

P. A. Inamdar  
 President

Latif Magdum  
 Hon. Secretary

Ref. No. : MCES / CABE / 103 / 2016

Date : 07/10/2016

To  
 The Secretary,  
 Ministry of Human Resource Development,  
 Department of Higher Education,  
 128 C, Shastri Bhavan,  
 New Delhi - 110115.

Sub : Modernization of Traditional Madarsas and Makhtabs  
 Issue to be discussed in the 64<sup>th</sup> Meeting of the (CABE to be held on 25<sup>th</sup> Oct 2016 at  
 Hall No 5, 2<sup>nd</sup> floor, Vigyan Bhavan, New Delhi.)

Respected Sir,

As the Constitution of India U/A 29 and 30 guarantees the fundamental Rights to Administered Minorities Educational Institutions, it is not fulfilled by the authorities constituted by Central Government as National Monitoring Committee for Minorities Education and it has failed in providing Quality Education in the Traditional Institutions like Madarsas and Makhtabs.

Agenda No 1 -

"All Madarsas in the Country should be converted in to Regular Schools / Junior Colleges and further suggesting that the Medium of these traditional Institutions should be in English so it will be at par with National Education Policy".

Agenda No 2 -

"Vocational Training should be provided to the children studying in Madarsas to enhance their opportunities for entering into Job Market and encourage entrepreneurship. I request to offer Vocational Courses of National Institute of open school in traditional institutions like Madarsas and Makhtabs.

Regards.

Yours Sincerely,

(Latif Magdum)

Member,

Central Advisory Board of Education (CABE) &  
 Hon. Secretary, M. C. E. Society, Pune  
 Mob : 09226395736



## Maharashtra Cosmopolitan Education Society

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 secretary@azamcampus.org

P. A. Inamdar  
 President

Latif Magdum  
 Hon. Secretary

Ref. No. : MCES/CABE/090/2016

Date : 7.09.2016

To,  
 Hon'ble Shri Prakash Jawdekarji,  
 Ministry of Human Resource Development  
 Deptt. Of Higher Education  
 Govt. of India  
 New Delhi

**Sub: - Inclusion of Education Policy for Minorities in New National Education Policy.**

Respected Sir,

**1) Education Policy for Minority:**

The Constitution of our country vide Article 29 and Article 30 has given fundamental rights to minorities, among others, to establish and administer their own Educational Institutions.

The Central Govt. as well as State Governments enact various Acts and frame Rules there under related to primary, secondary & higher education. However, while doing so the rights guaranteed under Article 29 and Article 30 are not taken into consideration. As a result the minority Educational Institutions are deprived of their legitimate rights and they are put to great hardship. Many a times they are compelled to approach Court of law.

To avoid this hardship and hindrance in the education of minorities it is essential to frame separate education policy for minority communities and incorporate this as a separate chapter in National Education Policy under formulation keeping in mind provisions of Article 29 and Article 30.

It is therefore requested to consider this matter and represent this in the meetings of CABE in the interest of minority education.

**2) Establishment of Directorate of Minority Welfare:**

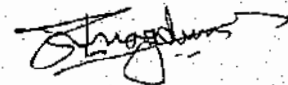
The Central and the State Govts have released several welfare schemes for minorities. However, these schemes are monitored by different Nodal Departments at State Level. As a result these schemes are not implemented to their fullest extent and crores of rupees are surrendered every year. For a smooth implementation of these welfare schemes it is essential to have a single umbrella monitor them.

It is therefore requested that Central Govt. may be requested to instruct State Govts. To establish Directorate of Minority Welfare on the lines of Directorate of Social Welfare, so as to reach the benefit of welfare schemes to the last person/student/woman of minority communities.

I request you to please study our requests carefully and represent our demand to the Ministry of Human Resources, C.A.B.E and Ministry of Minority Affairs and also to the State Governments.

Thanking You.

Your's Sincerely,



Latif Magdum  
Member, Central Advisory  
Board of Education  
(C.A.B.E.)

Ministry of Human Resource Development  
Deptt. Of Higher Education, Govt. of India  
New Delhi.  
Hon. Secretary  
MCE Society, Pune:1

  
**वास्तुकला परिषद्**  
**Council of Architecture**

वास्तुविद् अधिनियम, 1972 के अंतर्गत भारत सरकार का एक स्वायत्त सांविधिक निकाय  
 (An Autonomous Statutory Body of Govt. of India, under the Architects Act, 1972)

**AR BISWARANJAN NAYAK**  
**PRESIDENT**

Ref. No. CA/28/40/2016/MHRD(CABE)  
October 10, 2016

FTS No. 13/207/Secy (HE)

Date: 14/10/16

**Subject : 64<sup>th</sup> Meeting of Central Advisory Board of Education (CABE) on 25<sup>th</sup> October, 2016 – reg.**

Dear Shri Oberoi Ji,

I am pleased to receive your D.No. letter no.1-6/2016-PN-I dated 3<sup>rd</sup> October, 20-16, inviting me for the 63<sup>rd</sup> Meeting of CABE scheduled to be held on 25<sup>th</sup> October, 2015, at Vigyan Bhawan, New Delhi and also asking for issues for discussion in CABE.

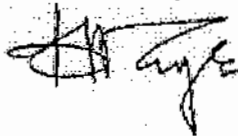
At the outset, I thank you for the kind invitation and confirm my participation in the meeting.

Further, the Council would like to request your goodself to include the following issues in the Agenda of the ensuing CABE meeting:

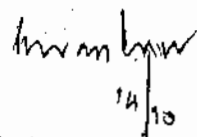
1. Introduction of subject of "Architecture" in the curriculum of 10+2 in CBSE and all other State Boards in India.
2. To consider declaring NATA conducted by the Council of Architecture as a single window Aptitude Test in Architecture for admission to all centrally funded Institutions.
3. To consider inclusion of representation of the Council of Architecture in various committees, specially Sub-Committee on "Skill & Technical Education in School & Higher Education System, constituted by MHRD under CABE.

With warm regards,

Yours sincerely,



Biswaranjan Nayak

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

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FTS: 181908 / 2016

केन्द्रीय विद्यालय संगठन / KENDRIYA VIDYALAYA SANGATHAN  
 (Min. of HRD, Deptt. of Education, Govt. of India)  
 18-संस्थागत क्षेत्र / 18-Institutional Area  
 शहीद जेठ सिंह मार्ग / Shaheed Jeet Singh Marg  
 नई दिल्ली / 110016 - New Delhi - 110016  
 Tel: 011-26856498, Fax No. 011-26514179  
 www.kvsangathan.nic.in

F.No. 11029/2016/KVS(HQ)DC(Acad)/CABE/2248-50 Dated: 17.10.2016

To

PS to Joint Secretary  
 Ministry of Human Resource Development  
 Department of Higher Education  
 Shastri Bhavan, New Delhi.

Subject: Convening of 64<sup>th</sup> Central Advisory Board of Education (CABE)  
 Committee Meeting.

Sir,

I am to refer to your D.O. letter No. F1-7/2016-PN.I dated 29<sup>th</sup> September, 2016 on the subject cited above and to say that the component of 'Value Education' may be added to the agenda to be discussed in CABE committee meeting held at 10.30 A.M. on 25<sup>th</sup> October, 2016 in Hall No., 5, 2<sup>nd</sup> Floor, Vigyan Bhawan, New Delhi.

This issue, with the approval of the Commissioner, KVS.

Yours faithfully,

(P.V. Sai Ranga Rao)  
 Deputy Commissioner (Acad.)

Copy to:

1. PS to Commissioner, KVS
2. PS to Additional Commissioner (Acad.)

### NCPCR's Agenda for the Meeting

1. Better implementation of Section 12(1)(c) of RTE Act, 2009
2. Issue of vocational education and skill-based training
3. Review of RTE Act, 2009
4. Centralised mechanism for grievance redressal
5. Hostel facilities for boys in districts with high migrant labour and for children in North Eastern States to prevent drop out.
6. Inclusion of street children/railway children etc. in the household surveys
7. NCPCR's recommendations on devising pathways for re-engaging out-of-school children.
8. Redesign Continuous and Comprehensive Evaluation (CCE) as per Indian context
9. Extend Mid-day meal programme to all children attending Madarāsas and children admitted s under section 12 (1) (c).
10. Convergence between different departments and ministries on deciding the menu of MidDay Meal.
11. Reviewing the status of KGBVs
12. Curriculum reform for Higher Education
13. Use of ICT for ensuring universalisation of elementary education
14. Glorifying the teaching profession and establishing it as one of the most favoured career opportunity for youth.



## **UDISHA -PORTAGE**

### ***A Unique Inclusive ECCD Program to scale up access to primary education (For sharing thoughts in the 64<sup>th</sup> meeting of the CABE)***

**By  
Dr Indumathi Rao,  
Vice Chairperson-NBB,  
Member-CABE & Regional Adviser-CBR NETWORK**

Education is the fundamental right of every child. Children with disability, no matter how serious the disability is, have a right to education that promotes them to their fullest potential and into the society. Universalisation of primary education could be a reality only when children who have no access to education are empowered to join mainstream education with great ease. Children, under the age group of 0-6 years with special needs, are no exception from this and hence they too are to be brought to the ambit of elementary education.

The Salamanca Declaration - 1994, stresses, "integrated education and community based rehabilitation as complementary and mutually supportive approaches in serving those with special needs". UN conventions on the rights of the child advocate the inclusion of Early Identification, Assessment and Early Stimulation of children with disabilities in all the mainstream programs for fewer than five. Disability Act 1995 emphasizes the need for ECCD (Early Childhood Care and Development) for children with disabilities and developmental delays.

The benefits of early identification and intervention have been acknowledged and documented by experts in the field of rehabilitation. Integrated Child Development Scheme (ICDS) is a UNICEF sponsored program. Most of the States in India are being covered under this program. ICDS, started as a comprehensive child development program, laid special emphasis on nutrition. This program later expanded to reach out to adolescent girls, pre and post-natal care and pre-school education up to 6 years. As a training component for the grassroots worker (Anganwadi worker), an awareness module on disabilities was included. However, children with disabilities were not included by design in the Anganwadi centers.

The need for Early Childhood Care and Development is recognized by both Central and State governments in India. Early Intervention is also recognised for its effectiveness in preparing the child for schooling as well as in preventing primary and secondary handicaps. It is also intrinsically important to make optimum use of the residual potential in every child as it lays the foundation for the child's future and promotes the overall development of children.

**HYPOTHESIS:**

Early Identification, Intervention and Stimulation of children with disabilities, of age under five years, using appropriate technology and skills will help prevent secondary handicaps and severity of problems.

**UDISHA-PORTAGE - World's largest Early Childhood Development Program:**

UDISHA, a national initiative, intends to achieve this through quality improvement in training of child-care workers and caregivers that is fundamental to improvement in the quality of early childhood care for survival, growth and development.

Portage, a home visiting guide to early childhood development, is scientifically precise and facilitates the holistic development of all children. CBR Network modified this pack according to the socio-cultural needs of the people in India and field-tested its effectiveness in Manvi Taluk, Raichur district; one among the most backward districts in Karnataka.

Udisha-Portage is a unique and ambitious program being implemented in Karnataka, with a built-in snowballing effect. It is the World's largest Early Childhood Development Program being implemented and it helps in the comprehensive and holistic development of all children.

**Inclusion of Portage into Early Childhood Care and Development:**

ICDS (Integrated Child Development Scheme) is one of the largest Govt. pre-school programs in the rural and underdeveloped areas. The objective of the pre-school interventions is to prepare the children for primary education and to provide nutrition and care. The major hurdles faced by the rural and poor families with children with disabilities are:

- Lack of accessibility to the existing services
- Lack of motivation on the part of the pre-school/Anganwadi workers mainly due to lack of knowledge and skills
- Lack of primary health workers

**Early identification is the key factor for the success of Inclusive Education.**

Goal: The overall goal of this project is to reach out to the unreached disabled children especially in rural/tribal areas and urban impoverished areas.

**Long Term Objectives:**

1. All children with disabilities in the age group of 0-6 years are identified and enrolled into the Anganwadi centres.

2. All children, especially children with disabilities receive preparatory services for pre-school/primary school education.
  3. Develop a CBR-Portage Resource Team at the block level.
  4. Promote full inclusion of all children with disabilities in the age group of 0-6 years using the existing pre-school educational programs.
1. To train supervisors/asst CDPO(Child Development Programme Officers - middle level functionaries in ICDS) to become middle level trainers to train Anganwadi workers to use Indian Portage guide.
  2. To enable Anganwadi workers to identify developmental delays and disabilities in 0-5 years period and extend support to mothers to train the children using their residual potential to the optimum extent.
  3. To enable Anganwadi workers to facilitate a stimulating environment and ensure that the child receives appropriate support during the fundamental developmental period.
  4. To enable mothers to understand the underlying principle of child development.
  5. To enable mothers to extend early stimulation to all children with a focus on assisting children with developmental delays using the resources available in the family and the community.
  6. To develop parental and community involvement and make the program a successful ongoing process.
  7. Anganwadi workers are capable of ensuring equal overall development of all children with or without disabilities.

**Expected end results:**

UDISHA - Portage is a result-oriented approach that is ultimately expected to produce specific results for all children, especially children with disabilities.

- a. Children benefiting from comprehensive development programs
- b. Children with special needs receiving appropriate care and services that results in mainstreaming.
- c. Children with special need receiving special care that prevents secondary handicaps.
- d. Children with special needs protected from abuse, violence, and sexual exploitation.
- e. Children with special needs being identified soon after birth or as soon as disability occurs.
- f. Children with special need receiving adequate stimulation and responsive care.
- g. Children with special needs living and learning in safe, healthy and friendly environment that respects and protects their rights
- h. Primary caregivers receiving adequate support and responses to their needs.

### Materials:

PORTAGE is a home visiting guide to early childhood development. Originally developed in USA, as a part of the head start program, this early stimulation pack is built on the principles of demystification and encouraging families to become active partners in the process of child development. Portage uses locally available materials and allows organisations to modify it to suit the local socio-cultural economic conditions while preserving its scientific precision.

The portage tool and the accompanying material have been widely modified to reflect local concerns and are being used in about 176 countries. The pack is scientifically precise and aims at the holistic development not only children with disabilities but also all children.

The Indian Portage developed by CBR Network (South Asia) has the following components:

- Portage checklist and how to do cards
- Comprehensive individual child diaries with records on development i.e.
  - Infant Stimulation
  - Self-help skills
  - Language and communication
  - Motor development
  - Cognition
  - Socialization
- Records on school curriculum areas such as science, language, social studies and mathematics

Other materials used include survey forms, screening and assessment forms, IEP (Individual Education Program), GEP (Group Education Program) forms, Evaluation matrix etc.

Modifications effected include refining the Kannada version of the Indian Portage by incorporating very simple and locally relevant language, Inclusion of culturally appropriate terminologies and materials as well as appropriate photographs and sketches to support the text. In addition to this a CD and an audiocassette on Udisha-Portage were also developed and successfully used for training purpose.

Thus, the entire Indian-Portage consists of a set of 7 books and an audiocassette. Such a set is provided to every trainee so that they can refer back for information and refresh their knowledge.

### METHODOLOGY:

The materials thus developed was field tested for its effectiveness in Manvi, Richer district; one among the most backward districts in Karnataka. The results of this study was a very rewarding experience. It showed that the Anganwadi workers could could assimilate the

skills required in a very short period and could use these skills to ensure the holistic development of all children. It also helped in incorporating state specific modifications.

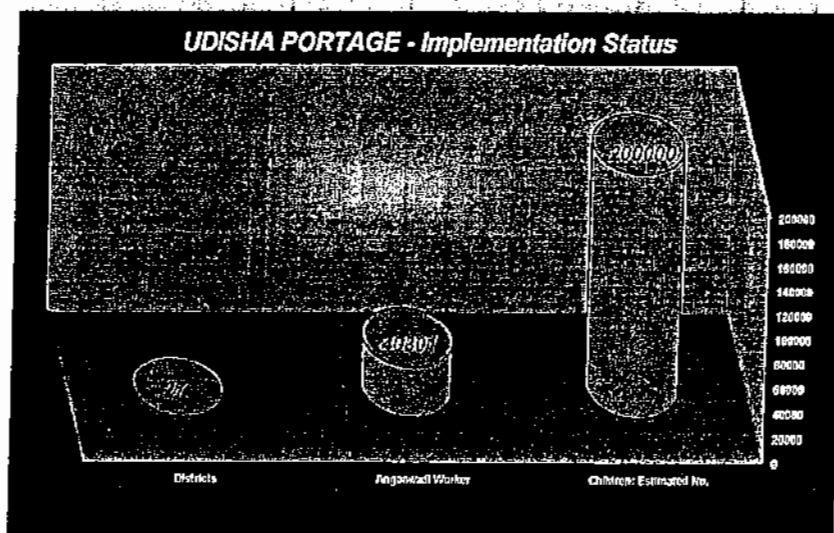
#### a. TRAINING:

The Training methodology consists of three steps:

- ❖ Step 1: Training a district level team: District level team consists of one representative of the Govt. and one representative from an NGO active in the area. The Govt. representative is the Child Development Project Officer (CDPO) from the ICDS. An intensive residential training for 15 days is imparted to this team in all the principles of Portage as well as how to train the next level functionaries. The district level functionaries are the Facilitators. The Facilitators in turn are Trainers and Resource persons at the district level.
- ❖ Step 2: The Facilitator trains a batch of 20 ICDS Supervisors, at a time, for a period of 10 days. Training is imparted on identification, principles of Portage, skills for the holistic development of the child using the Indian Portage pack.
- ❖ Step 3: The Supervisors in turn trains 20 Anganwadi workers for a period of 5 days. The training consists of modules on identification and skills in using the Indian Portage pack.

#### b. IMPLEMENTATION:

The Government of Karnataka has been proactive in meeting the needs of children with disabilities. One among the major initiatives taken by the Women and Child Development Department, Govt. of Karnataka has been the implementation of Udishaportage for children in the 0 - 6 years age group in association with CBR Network (South Asia) situated in Bangalore.



The Udisha-Portage program is being implemented in all the 27 districts of Karnataka in cooperation with CBR Network as the training agency. The implementation of this program started from December 2001. It is being done in 3 Phases -5 districts during the first phase and 11 districts each during the second and third phase. The training of functionaries in 5 districts is already over and the trained AWWs have already started creating awareness amongst parents, identification and assessment of all children using the portage guidelines. The second phase has already started. At the end, this program is expected to train about 40,301 Anganwadi workers and benefit a conservative estimate of 2,00,000 children with special needs.

#### **Evaluation:**

The immediate objectives to be realized through the training of Facilitators, Supervisors and Anganwadi workers are delineated below:

- \* Influence the participants to adopt a positive attitude about themselves and their work and instill effective leadership
- \* Empower the participants to administer the training course to their subordinates
- \* Expose and empower the participants to use new and improved skills and techniques for identification of children with special needs
- \* Provide an opportunity to the participants to understand their new role as a leader in the community and empower them to fulfill this leadership role effectively

#### **Indicators chosen:**

1. Level of knowledge and skills acquired.
2. No. of AWWs(Anganwadi workers) trained through Supervisors.
3. No. of Supervisors trained through Facilitators,
4. Percolation of message from Facilitator to Supervisor.
5. Percolation of message from Supervisor to the AWW.
6. Percolation of message from the AWW to the families.
7. Improvements/changes in technology/skills/attitudes/practices in AWWs.

#### **Facilitators:**

Data collected through appropriate tools for baseline and evaluation delineates the following:

- \* The levels of knowledge and skills improved from 0-10% to 50-80% which is quite an achievement considering the duration of training (15days).
- \* The levels of awareness and attitude showed an impressive improvement from a simple 3-38% to 50-84% at the end of the training
- \* The training effected tremendous changes about portage, its components, activities etc. which raised from the pre-training score of 0 to 80-95% which is highly appreciable.
- \* Ability to use formats for identification, screening, assessment etc. also scored high after training.
- \* An impressive achievement is also seen in defining, understanding and identifying developmental delays in children right from birth onwards (0 at pre-test to 80-100% at

post test).

- \* Regarding future plans, nobody had a clear cut idea before the training. However, the training could very successfully instill the importance of roles and responsibilities and expected outcome in the trainees.

Thus, an overall evaluation shows a very effective, impressive and successful outcome which reflects the well planned achievable targets between the trainer and trainees.

**Supervisors:**

The observation at the beginning and end of a 10 days training resulted in the following:

1. The confidence level raised from 50% to 94% in using the forms
2. Child evaluation by observing: 68.8% were sure before the training, which became 87.5% after the training.
3. Ability to use baseline format in the age group of 0-6 years: The improvement in this area was very impressive i.e. from 37.5% to 100%.
4. Knowledge to develop educational plan: The change was from 31.3% to 100% was impressive as the above.
5. Ability in individual educational program: The training effected a change from 50% to 100%.
6. Making reports: Improvement is again from 50% to 100%.
7. Confidence in implementation of UDISHA program: This aspect changed from 75 to 100%.
8. Awareness about Portage and related aspects: The training effected tremendous changes and the pre-training level of 0% to 6% raised to 100%.

Thus, in this group, the changes/improvement effected through the training program is very impressive. In all cases the pre- training levels were much below which became 100% at the end of the training. In all areas that were evaluated the improvement is visible and above average and it is highly appreciable.

Thus, The evaluation at the end of 1<sup>ST</sup> Phase shows that the training was highly successful and effective in imparting knowledge, skills and awareness in areas related to Portage.

**Post-test:**

1. Regarding UDISHA and Portage: There is a 100% change in the awareness level with varied levels of knowledge. This difference is attributed to the grasping levels.
2. With respect to application of knowledge and skills achieved through the training: every one is positive about scanning their respective working area for identification of children with special needs
3. Regarding identification methodology: It has shifted from mere seeing to administration of various formats and for specific identification.

4. Plans after identification: Ranges from medical rehabilitation to education using portage technology, parents training, home based services and getting them to Anganwadi centres. No more it limits to referral to PHCs. This is a great achievement.

**To highlight the Major achievements in training:**

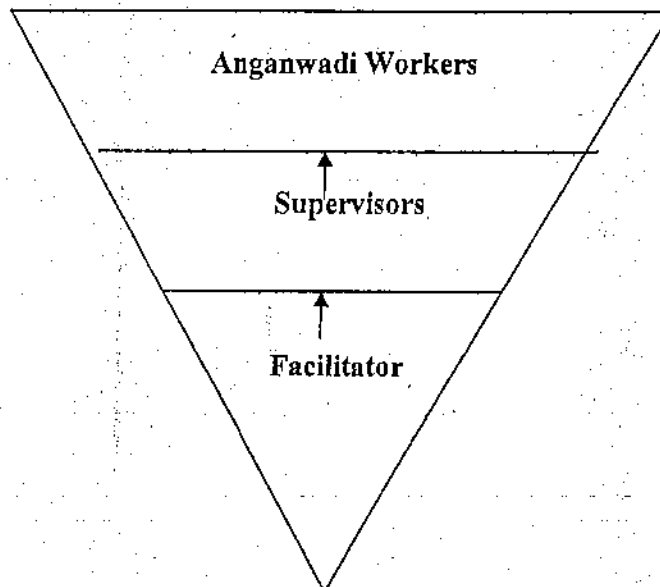
A remarkable change in the attitude of all trainees was achieved through this training. Awareness and acceptance of Portage as a technology that is specific and child centered, its availability and application – this message has rightly percolated from the Facilitator to the AWW through the Supervisor, the major objective of the training. The very impressive built-in confidence developed indicates the quality, impact and efficacy of the training.

**Achievements so far:**

A 3-tier Training methodology is being used to train 100 Anganwadi workers. That is, one trained Facilitator trains 10 Supervisors and one Trained Supervisor trains 10 AWWs.

All three levels of the training have been completed in 5 districts of Bangalore Rural, Koppal, Raichur, Chamarajnagar and Mysore in the first year. The second phase of training in 11 districts is going on and the balance will be taken up in the final year.

**3-Tier Training Model:**





**The advantages of this training program are as follows:**

1. The training is conducted in the distance mode and this makes it very cost effective and consequently the replicability in other states is very high.
2. All children with disabilities in the age group of 0-6 years will be identified in the State. A rough estimate shows that nearly 4,00,000 children with disabilities in the age group of 0-6 years will be identified and early intervention services provided.
3. All children will benefit in their all round development due to the implementation of the scientific principles and practices of the Indian Portage Pack.
4. A permanent resource team of Supervisors will be available to train the newly recruited Anganwadi Workers.
5. A permanent resource team at the District level is also available for follow up and monitoring of the program. Since this team consists of a representative of the NGO, he/she would be the permanent person in the district even though the Govt. representative may get transferred.
6. The training program is very flexible and allows self-learning as well as modifications in the activities.
7. The Portage pack is very simple to use and the materials required is available in the community if not in the house. The simplicity of the pack also enhances its use and practice by illiterate parents.

The results achieved so far show that the Anganwadi workers could assimilate the skills required in a very short period of time and could apply these skills to ensure the holistic development of all children. This study also showed that after identification and necessary interventions children with disability or developmental delays could be integrated into the Anganwadi centers thus facilitating Enrollment into Pre-school education. With continued support from these pre-school teachers, parents and community members, these children are able to perform on par with other children thus ensuring Achievement and Retention and entry into primary education.

Participatory learning and action (PLA) approach used to train the ICDS network promotes participatory training process and extend the concept of participation to communities, the ultimate link in the training chain.

Thus, the simple but innovative UDISHA-PORTAGE creates a snowballing effect in the training component while moulding the pre-school teachers to respond to the needs of all children under the age group of 5 years and include them into the realm of Mainstream Elementary Education.

**Conclusions:**

1. Early intervention services help in preparing ALL children for pre-school/primary education and thus facilitates inclusion into the existing education facilities.
2. Indian Portage is a simple tool and a strategy that can be applied anywhere for the overall development of the every child.

3. Adequate and appropriate training and transfer of knowledge and skills enable Pre-School teachers in early identification of children with special needs and extending early intervention services
4. A Pre-School teacher trained in Indian Portage is a moulded Multi-Category Resource Teacher with multi-category training and is capable of meeting the needs of all children.

**Summary:**

*Udisha-Portage is World's Largest early Intervention program that is being implemented for the comprehensive and holistic development of all children under 5 years of age. Disability in children, quite often, occurs before he/she reaches the school going age of 6 years and quite often right from birth. It is not appropriate to wait for the disabled child till she/he reach the school. Many a times they never reach the school. Early Identification, Intervention and Preparation using the Udisha-Portage which is scientifically precise helps prevent secondary handicaps as well as enrollment into mainatream education. The methodology applied has a snowballing effect and it is simple, cost-effective, replicable and has a rural focus. The results depict that the pre-school teachers could easily assimilate this innovative technology and skills.*

**Inclusive education – Philosophical perspectives, current trends and implications for future in India**  
**(For sharing thoughts in the 64<sup>th</sup> meeting of the CABE)**

By  
**Dr Indumathi Rao,**  
**Vice Chairperson-NBB,**  
**Member-CABE & Regional Adviser-CBR NETWORK**

**Preamble**

Development can be inclusive - and reduce poverty and a facilitate a process where every individual can lead a life with dignity - only if all groups of people contribute to creating opportunities, share the benefits of development and participate in decision-making.

There are many elements for a nation to consider in pursuing inclusive development. A vital one is how to create inclusive education leading to empowerment of persons with disabilities. Inclusive education is a worldwide response to the belief that all children have the right to be educated closer to their community at their local early childhood centers or school.

**1. Inclusive development leads to Inclusive Education**

Inclusive education should be seen within the broader vision of Inclusive development. This is a key issue discussed in the national and international forums. State policies should be paired with effective and efficient inclusion mechanisms in the mainstream development programmes along with social safety nets to protect the persons who are disadvantaged due to disability.

At the global level the normalization movement was started in Scandinavian countries in early 70s and several national level movements were started facilitating inclusion of persons with disabilities.

Education in the Least restricted environment ACT in USA, 1981 Education ACT in UK, Wamock report on special needs in UK, American disability ACT, UN Standard rules, Biwako millennium frame work, Salamanca declaration in 1994, UN ESCAP declarations, UN decade for persons with disabilities, Disability ACT in 1995 passed by Indian Parliament and India signing and ratifying (2006) the UN Convention on the Rights of persons with disabilities are some of the important developments in disability sector. There were parallel movements in other development sectors such as universalization of elementary education, Right to health, Right to Livelihood, Millennium development goals which emphasized the need to include excluded member's of our society in all the development programmes.

To reach the Millennium Development Goals (MDGs), many developing countries took steps to enhance public services by building schools and hospitals, training teachers and doctors, and providing access to water, sanitation and transportation, all of which requires public spending. Well-designed fiscal policies - the way a government collects and spends public resources - can play a major role in stimulating growth and reducing poverty. Inclusion of persons with disabilities in these programme is seen an indicator to measure the impact of the programs.

But still many people are excluded from development because of their gender, ethnicity, age,

sexual orientation, disability or poverty. The effects of such exclusion are staggering, deepening inequality across the world and we need to address these issues in Indian context. It is necessary to understand the basic tenets of inclusive development to develop inclusive education policies and practices.

### **Inclusive development –A rationale**

- Inclusive development consists of ensuring that all marginalized and excluded groups are stakeholders in development processes.
- Disability-inclusive development means ensuring that all phases of the development cycle (design, implementation, monitoring and evaluation) include a disability dimension and that people with disabilities are meaningfully and effectively participating in development processes and policies.
- Disability-inclusive development is founded upon the three key principles of participation, non-discrimination and accessibility.

Inclusive development consists of ensuring that "All" marginalized and excluded groups are stakeholders in development processes. Inclusive education aims to address the needs of *'All children with diverse needs'* within the existing education system. Further Inclusive education is seen as entry point to improve the existing education system by taking the best practices of child centered learning approaches, precision, cooperative learning methods to criterion referenced evaluation system so on so forth.

We are all aware that many persons are excluded from development because of their gender, ethnicity, age, sexual orientation, disability or poverty. The effects of such exclusion are raising levels of inequality and poverty. Development cannot effectively reduce poverty unless all groups contribute to the creation of opportunities, share the benefits of development and participate in decision-making.

The goal of inclusive development is to achieve a strong vibrant inclusive society, which is able to accommodate differences and to value diversity.

Inclusive development also implies a rights-based approach relevant to Indian context as we have strong families and well knit communities and we are duty centered and interdependent society. This understanding of local concerns is crucial in developing sustainable strategies for effective inclusion.

This local concern and knowledge would lead to a framework for human development as a process firmly grounded in human rights standards and focused on the promotion and protection of human rights, which is relevant to Indian society.

### **Inclusion is both an objective and a process.**

#### **Key principles of disability-inclusive development**

Inclusive development is based on three principles: participation, non-discrimination and accessibility.

## 2. Policy framework for inclusive Education

National education policy (NEP) of 1986 is the first step, which adopts a progressive approach to inclusive education. Though it lacked clarity on the road to inclusive education as it promotes separate education system based on the intensity of disability and type of disability.

Quote from NEP-1986 "HANDICAPPED Section 4.9 The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. The following measures will be taken in this regard:

- i) Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others.
- ii) Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children.
- iii) Adequate arrangements will be made to give vocational training to the disabled.
- iv) Teachers' training programmes will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children; and
- v) Voluntary effort for the education of the disabled, will be encouraged in every possible manner" Un Quote

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### National policy for Children -2013

The national policy for children adopted in 2013 by the women and child development ministry also includes children with disability. However in place of a child centered approach including under the broad description of disadvantaged section does not reflect equal rights and opportunities and may lead to labeling and isolation of children with special needs.

Quote from NPC 2013 "Clause 4-Ensure that all out of school children such as child laborers, migrant children, trafficked children, children of migrant labor, street children, child victims of alcohol and substance abuse, children in areas of civil unrest, orphans, children with disability (mental and physical), children with chronic ailments, married children, children of manual scavengers, children of sex workers, children of prisoners, etc. are tracked, rescued, rehabilitated and have access to their right to education" Un quote.

### Universalization of Primary education in India and Right to Education ACT

UPE had 3 goals-They are:

1. Compulsory enrollment,
2. Compulsory retention
3. Compulsory achievement.

Education being the concurrent subject both central and state governments initiated many measures to ensure every child had access to education. Children with special and diverse needs were also included by default or design in Indian schools. However since disability is a state subject and a PRI subject the main responsibility of developing inclusive education relevant to the diverse needs of the state is yet to happen as we see same "Pattern of inclusive education "is implemented in the entire country as this is a centrally sponsored scheme. Inclusion in schools, school preparation and home-based services are common features. *Inclusive education is tailor made garment which has to be designed taking socio-cultural-geographic diversities and unique*

needs of each learner. This needs inclusive culture-Inclusive policies and inclusive school practices.

**RTE amendment April 2012**

India has travelled a long journey in ensuring children right to education and quality in education but the three major policies and legislations quoted above shows Indian policy makers see children with disabilities with a medical view instead of an educational view which is evident by the omission of children with disabilities in the initial RTE ACT and inclusion through a separate amendment bill. However we must acknowledge 1986 policy laid some foundation for integration of children with disabilities in the neighbor schools resulting in "DPEP and IEDC" schemes. The IEDC scheme was renamed as Inclusive education scheme after India's participation & signing the Salamanca Declaration on Inclusive education in the year 1994.

The Indian Journey like in many other countries in the area of Inclusive education is filled with taking small steps, modifications and corrections, explorations and so on. Even to this day Sarva Shiksha Abhiyana is exploring new avenues and approaches to achieve the goal of RTE for children with special needs.

A bill to include children with disabilities in the ambit of the Right to Education (RTE) Act was passed by the Rajya Sabha in 2010.

The Right of Children to Free and Compulsory Education (Amendment) Bill, 2010, adds children with disability to the definition of "disadvantaged groups" and will now be a part of the 25 percent reservation offered to these groups.

The Bill also gives provisions to children with autism, cerebral palsy, mental retardation and multiple disabilities the benefit of choosing to study from home.

**2.Magnitude of disability in India**

Table 1-Disability Data as per 2011 census in India			
Age Group	Population	Disabled persons	Percentage
0-4	112806778	1,291,332	1.144729087
5-9	126928126	1,955,539	1.540666408
10-19	253235661	4,616,050	1.822827789
20-29	212838187	4,189,839	1.968556047
30-39	173735635	3,635,722	2.092674885
40-49	134756439	3,115,651	2.312060947
50-59	88215309	2,492,429	2.825392812
60-69	64118690	2,657,679	4.144936523
70-79	28441345	1,769,370	6.22111929
80+	11289005	949,156	8.407791475
*-Age not stated	4489802	137,790	3.068954934

### Why do we need to discuss on the prevalence data in India?

We see a huge discrepancy in the disability data in different states (shared by NCERT in 2015) and there is no scientific justification for this huge variation in disability prevalence and incidence data though slight variation is possible due to socio-cultural and economic diversities. We need to find out the reasons for this discrepancy and take measures. We can see variations in terms of numbers, type, gender, and age.

(Here is a comparison of the state level data with the C-20 Analysis Census 2011)

It is not clear whether the discrepancy in data base on children with special needs are due different age groups chosen for identification or different disability categories chosen for identification or different parameters used in the identification. We can see the variations not only in the total number of children but also under each category!

SSA report 2009-2010 only 30,42,053 were identified and out of this 25,95,673 were enrolled in schools and home based services. There are 78,62,921 children in the age group of 0-19 years as per 2011 census. A conservative estimate places the number of children with special needs studying in special schools around 84,000 in India. It is evident from this data that over 50 Lakh children with special needs may not have access to education or not yet identified by the education system.

We must note most of the systematic studies of NGOs shows the prevalence of disability is around 4-6% of child population in India. A conservative estimate of the number of children with special needs who are either out of school or yet to identified in India would be around one crore.

Table-3-Different categories are used by SSA and census 2011

Sl.No	SSA –Disability categories	2011 Census categories
1	Total Blind	In seeing
2	Low Vision	_____
3	Hearing Impairment	In Hearing
4	Speech Impairment	In Speech
5	Orthopedic Impairment	In Movement
6	Mental Retardation	Mental Retardation
7	Learning Disability	Any Other
8	Cerebral Palsy	_____
9	Autism Spectrum Disorder	_____
10	Multiple Disability	Multiple Disability

Therefore it is beyond debate that there is an urgent need in India to develop an identification system based on educational view of special educational needs rather using medical definitions. This could be easily achieved by introducing “School diverse needs/disability registers with OMR’ leading to accurate digital database for easy retrieval for monitoring the inclusive education.

The drafts bill on disability pending the approval Indian parliament has included 19 categories of disability. The existing categories would be inadequate as it looks at only a part of special needs group.

*It is necessary to introduce “School diverse needs registers” for mandatory registration of learners with special/diverse needs in each school. This data needs digitization for easy retrieval and analysis. Similarly we need digital Individual education Plans using android app in each school to develop better quality standards in inclusion.*

#### 4. Adopting an Educational view in inclusive education

We often hear educationists raising the issue to move from medical model to educational approach to inclusive education in India. What actually this means?

In India we use medical definitions of disability for identification of children with special educational needs for educational purpose. In inclusive education we refer to disability ACT of 1995, which uses medical definitions of disability.



**There are many problems when we use Disability ACT definitions for educational purpose. Some of the key issues are listed here:**

- 1) A new bill is replacing disability ACT of 1995. (A new draft bill is prepared by the ministry of social justice and empowerment after signing and ratifying UN convention on the rights of persons with Disabilities in 2006)
- 2) Disability ACT uses 40% disability as a cut off point to get disability certification to avail government benefits.
- 3) As per the Disability ACT of 1995 "Disability" means
  - Blindness;
  - Low vision;
  - Leprosy-cured;
  - Hearing impairment;
  - Loco motor disability;
  - Mental retardation;
  - Mental illness;
  - Multiple disability;
  - Autism

Many special needs are not included in the 1995 disability act. Learning disabilities, Attention deficit disorder, ADHD & children with chronic diseases are some of the disabilities, which was not included in the Disability ACT of 1995. The old legislation is being replaced with a new one after India signed and ratified UN CRPD in 2006.

The above information shows the medical approach to identification of disability for educational purpose as under the provisions of Right to education "All children with special needs irrespective of the type or degree of disability' enjoy the same rights as other children. The fact of the matter is a majority of children with mild and moderate levels of disability are already in schools under the policy of compulsory enrollment either by "Default" or by "Design".

Unless we develop educational descriptions of special/diverse needs (Not definitions) we cannot identify all children with special /diverse needs in the community.

Educational view means to address the diverse needs of learners without labeling using a criterion referenced data and functional assessment to understand the impact of the disability on the development of the child.

It makes a world difference when we use educational approach in the identification of special /diverse educational needs. The focus of identification is based on impact of physical, sensory and intellectual impairments on the development of the child. Since there are many "Invisible disabilities" unless we use a criterion referenced data and functional assessment method in the identification (which must also address the chronological age, development age /social context and educational goals) the data on special educational needs would remain incomplete.

#### **5. Some Critical issues in Inclusive education**

**Inclusive education in India needs revisit and rethinking in order to scale up the educational opportunities to all children with special /diverse needs. Here are the 3 key areas, which needs further research.**

- I. Adopting educational view in the identification of learners with diverse needs
- II. Simple strategies to enhance the impact of inclusion of All learners and innovative technologies such as ICT, E learning in rural areas to support inclusive education.
- III. Tools for evidence based quality dimensions in inclusive education with an interface with CBR services especially in rural and remote areas and new research in the use of ICT, E learning, Tele rehabilitation in the remote areas to support Inclusive education as lack of trained professionals in rural areas is a major challenge in India.

#### **Some limitations of existing approaches in the inclusive education**

- I. It is heavily dependent on Resource teachers and resource rooms and this approach is not suitable in rural, hilly, tribal areas with low population density.
- II. The general teacher and classrooms are not actively involved and prepared for inclusive education
- III. General teacher has no access to simple tools and technologies of inclusive education .The training provided to teachers is based on special education
- IV. Though we see some excellent inclusive education approaches such as cooperative learning method used in projects like Nali -Kali the learning ladder needs and activity cards adaptations to make it work for children with diverse learning needs.
- V. UNESCO Resource pack on "A classroom for ALL" was developed and translated into Indian languages in early 90s by NCERT. This is an excellent inclusive support to teachers. Only one training programme "Ten steps to inclusive school" developed by CBR NETWORK is offered in cooperation with Bangalore University, which is based on UNESCO Resource pack on classroom for all learners.

**6. We need to develop innovative inclusive education technologies to bring Inclusiveness in education "to include all disadvantaged section of learners in the education system in place of existing inclusive education which has focus only on special needs to make RTE effective.**

Do we have tools and technology for better inclusion under RTE-The answer is Yes & No. So far we haven't seen Inclusive education using the same terminology, it approach used in special education. Inclusive education is not mere a change of setting. Inclusive education adopts a curricular view in place of a disability view. It makes a paradigm shift from a "disability based norm referenced approach to learner centered criterion referenced approach.

Each classroom has children with diverse needs and a teacher is expected to meet the diverse needs as well as common needs of all children. This could be achieved by developing simple cost effective and appropriate inclusive tools and methodologies and not by exclusive approaches meant only for children with special needs.

Inclusive education must be built on the acknowledgment "that any child may experience a special need during the course of school years and this could be for long-term or short term". Once we adopt this broad understanding of inclusive education the tools and technology, teacher training, monitoring and evaluations needs rethinking and rebuilding.

The existing ERA goals, right to education, UNCRPD ratification is strong policies, which can lead to effective inclusion both terms in of quality and quantity.

However mere strong and positive policies alone cannot change the quality of education. There is a need for effective tools and technologies to translate the policies into meaningful grassroots level action.

Education of persons with disabilities is a shared responsibility of two ministries with conflicting policies and approaches-This is one of the weakest issues for scaling educational opportunities under RTE in India.

The mainstream education system yet to see education of children with special /diverse needs as their total responsibility -be in the form of special education/open schools/skill development centers so on so forth.

A few studies (APD-CBR NETWORK Karnataka) shows the number of children with special needs who completed 10<sup>th</sup> exam were from National open school/private schools and special schools and from urban areas.

#### 7. The role of universities and Distance education to scale up inclusive education

Development of human resource development for inclusive education is a major challenge in India.

Number of children with special needs in India (0-19 years)-Source -C-20-2011 census	Number of teachers (if we follow the existing IEDC norms-1 teacher: 8 children) Excluding children with movement difficulty	Children with movement difficulty as per 2011 census	Number of Special educators trained each year and registered with RCI since 1986-2015 Approximately one lakh (Which also included rehabilitation professions)
78,62,921	8,57,865	10,45,656	Less than 4000 teachers are trained each year

Table-4

\*Approximate time required to train 8,57,865 teachers is about 214 years

However only a handful of universities offer courses in the field of Inclusive education and rehabilitation though UGC strongly recommends universities to start rehabilitation training programmes and disability support centers. The reasons for lack of participation of universities in the field of rehabilitation and inclusive education could be summed as follows:

- I. In India Universities cannot start training programmes or develop its own curricula without the permission of Rehabilitation council of India
- II. Most of the RCI training programmes is special education oriented with a single disability approach and not suitable for rural areas.
- III. Universities in collaboration with UGC, RCI, NCERT/SCERTs and NCTE must develop training multi category curricula based on inclusive education rationale to address the needs of all children with diverse needs.

## Conclusion

There are many challenges in scaling up educational access under RTE for children with special/diverse needs. In order to achieve we need to focus on:

- 1) Moving from enrolment to meaningful inclusion
- 2) Develop curriculum based criterion referenced data on the achievements of the learner (In the Core curricular area as well as open curricular areas)

## How to use RTE for scaling up educational rights of persons with special /diverse needs?

- 1) Ensure all children in the neighborhood are enrolled in schools
- 2) Make use of multi point entry system in RTE
- 3) Start school disability/diverse needs registers with OCR for effective digitization.
- 4) Introduce ICT (E learning, M Learning in rural areas to provide quality education by trained professionals as a support to general education system)
- 5) Provide home based education only for children in 0-6 year age group & mandatory early childhood development using scientific methods such as CBR-Portage must be introduced in all ICDS centers and primary schools
- 6) Start multipurpose ICT based resource centers for support services at cluster level
- 7) Train the existing resource persons in inclusive education in planning and management of E learning and M learning services to support mainstream schools (govt and private)

## There is a need for a special focus on three areas:

- I. Quality of the training curricula in inclusive education and teacher trainers for pre service and in serve level training using distance education with E learning support.
- II. Develop centers for Inclusive education studies (CIES) within the education departments of universities and teacher training colleges. UGC and state governments need to fund universities to develop CIES. The role of CIES is to develop teacher-training curricula, conduct research and train necessary human resource for the effective implementation of Inclusive education.
- III. Recognizing the fact that Inclusive education as a vehicle to achieve the goal of RTE as the future educational strategy we need adequate support system. There is a need to set up a national research and Resource development institute on Inclusive education for networking universities, departments of education, NCERT, NCTE, RCI, teacher training institutes at the national level.

We need "ALL" education services (Inclusive, integrated special resource centers, home based, open school etc.) for persons with disabilities to be the total responsibility of MHRD (and monitored under RTE) as the present division of special and inclusive education under two ministries at central level and two departments at the state level has proven a major obstacle for the effective implementation of Inclusive education.

In India we would need new policies/new guidelines and amendments to RTE to adopt educational view in inclusive education and together we can achieve the goal of education for all in the true spirit.

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