Recommendations on
Proposed New Education Policy 2016
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India has world’s largest youth population and 406.9 million persons are in the age-group 03-18 years (Census 2011). To prevent this vast pool of human resource from turning in to a liability, it is significant to provide them with opportunities and create environment for their growth and development. For this, the most important tool is education. Recognizing the importance of education at this crucial phase of development, the Ministry of Human Resource and Development (MHRD) is formulating a New Education Policy by adopting a participatory approach and inviting recommendations from all the stakeholders.

National Commission for Protection of Child Rights (NCPCR) is the monitoring agency to ensure child rights and hence the Education Division of the Commission organized four regional consultations to outline recommendations for the upcoming NEP. All the thirteen themes indicated under New Education Policy by the Ministry of Human Resource Development were discussed. In addition, “Safe & Security of Children” as special theme was also included in the regional consultations. The strategic objective of the consultations was to bring different stakeholders at all levels working in the field of education and child rights on a common platform, to share experiences; deliberate on contemporary issues in school education and suggest ways to address these challenges through the NEP.

The participants in these consultations were representatives from State Commissions for Protection of Child Rights, Academicians, Universities, State Department of Education, Institutions/NGOs working in the field of Education, Educationists, Teachers & most importantly students from various schools and colleges. Special Session for Children was the special feature of the consultations in which children/students from different government as well as private schools, children in need of care and protection, rescued children participated and shared their views on the new education policy. This session was special given the fact that there was no interference by any adult and the children were free to share their ideas.

First and foremost, I would like to thank kind hearted and visionary Ms. Stuti Kacker, Chairperson NCPCR under whose patronage this endeavour was successful. I appreciate Sh. Yashwant Jain and Ms. Rupa Kapoor, Members, NCPCR for their comments and suggestions. Also, I would like to thank the Education Division team for coordinating the consultations- Ms. Madhulika Sharma for Western-region Consultation and for contributing in bringing out the overall report; Sh. Rajni Kant for Northern-region Consultation, Sh. Paresh Shah for Eastern-region Consultation; and Sh. Dushyant Meher for Southern-region Consultation. I also thank DEO’s of the division- Sh. Brijesh Kumar and Sh.
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Numerous suggestions and comments were received during the consultations and to draw out recommendations from these, an expert group consisting four experts with varied expertise were involved. I am thankful to Prof. Sudesh Mukhopadhyay (Former Chairperson RCI, New Delhi); Prof. Naresh Salwan (Former Director, Board of School Education Haryana); Mr. Vibhanshu Joshi (Former Member, Madhya Pradesh SCPCR); and Mr. K Chitti Babu (Retd. Principal, DIET, Chittoor, Andhra Pradesh), who dedicatedly compiled and consolidated the suggestions emerged from four consultations and framed informed recommendations.

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Introduction

The Ministry of Human Resource Development, Government of India announced the formulation of the New Education Policy (NEP) through an inclusive, participatory and holistic mechanism. The government has sought responses from various stakeholders in education, from *gram panchayats* to national forums, on a set of 33 themes for school and higher education levels. The task of sorting the recommendations received from various stakeholders and giving these a shape of national policy is being done by the National Task Force. In this light, the National Commission for Protection of Child Rights (NCPCR) has organized four, one-day regional consultations in four zones of India. The consultations are aimed to outline informed recommendations and responses that may add to and enrich the proposed education policy.

The announcement of the new education policy comes after a long interval in the sector that has undergone exceptional changes since 1986, when the National Policy on Education (NPE) came into force. In this duration, there has been an enormous rise in the social and economic aspirations that has led to multifold increase in the demand for education across the diverse social fabric of India. There has thus been a massive expansion and diversification of education at all the levels — also seen as having been shaped by the pressing demands of the global ‘knowledge economy’. This expansion has been accompanied with rising concerns about quality education and equality in education across all dimensions — social and regional. Balancing the demands of quantitative expansion with the needs of maintaining quality and equity have become the challenges facing education today.

In this regard, consultations at village, block, district, State and Zonal have been organized by apex institutions such as NCERT, CBSE, and NCTE. Since, NCPCR, under Section 13 of CPCR Act, 2005, has been assigned the role of reviewing existing policies as well as making recommendations for effective implementation of policies in the best interest of the children. To fulfill this role, the proposed consultation aimed to bring together scholars and practitioners who have actively engaged with the area of school education. Also, the idea was to listen to the understanding, experiences and vision of such institutions and practitioners who have been involved in the execution of policies at ground level, and to think through some selected themes to be able to formulate well-informed recommendations that can be submitted to the National Task Force. The broader area of deliberation and consultation based on the themes given by MHRD include:

1. Ensuring learning outcomes in Elementary Education.
2. Extending outreach of Secondary and Senior Secondary Education.
3. Strengthening of Vocational Education.
4. Reforming School Examination systems.
5. Re-vamping Teacher Education for Quality Teachers.
6. Accelerating rural literacy with special emphasis on Women, SCs, STs & Minorities through Adult Education and National Open Schooling Systems.
7. Promotion of Information and Communication Technology Systems in School and Adult Education.
8. New knowledge, pedagogies and approaches for teaching of Science, Maths and Technology in School Education to improve learning outcomes of students.
10. Enabling Inclusive Education – education of SCs, STs, Girls, Minorities and children with special needs.
11. Promotion of Languages.
13. Focus on Child Health
14. School safety and Security

Why School Safety and Security?

School is the second home of child. It is an important institution entrusted with the responsibility of nurturing a child in to responsible citizen of the country. Hence, in addition to providing quality education, the education policy is also responsible towards provide suitable safe and secure environment for children to develop to their potential. For this, NCPCR took up ‘School Safety and Security’ as a policy concern and discussed as one of the themes in the regional consultations. Also, NCPCR has also requested to MHRD to include this as a separate theme in the upcoming policy.

Recommendations
(Based on Regional Consultations)

Theme I: Ensuring Learning Outcomes in Elementary Education

1. School Curriculum to be redesigned to result in all round development of the child; and issues of Mother Tongue, National Language, Classical Languages and other languages(s) for global interface need to be addressed in such a way that equitable learning opportunities for all children irrespective of their location (rural, urban, remote etc.) as well as other contexts are available for optimum development.
2. Towards this end; Uniformity in the pattern of school system in terms of primary, elementary and secondary education etc. to be maintained throughout the country.
For example, in West Bengal primary level includes classes I-IV whereas in most of the States it is I-V.

3. As per Section 11 of the RTE Act, 2009, the appropriate government may take necessary action to prepare children of age 3-6 years for primary education. With respect to this section, the benefits of RTE Act under Section 12 (1) (c) in form of per-child expenditure that is reimbursed to the school, for children in age group 3-6 years should be extended to all pre-primary schools such as Anganwadi centres, in addition to private schools.

4. NCERT, NIPCCID and other university departments dealing with this area may be involved for strengthening the academic component and maintaining common curriculum framework in ECCE, Anganwadis, Creche, Balwadis and other Day care centers for ensuring equitable learning opportunities through their mother tongue or native dialects especially in case of Tribal areas.

5. A Package of Training to pre-primary teachers can be designed and the responsibility can be entrusted to DIETs.

6. Ensure usable ‘girls’ toilets in all schools. The lack of separate toilets impacts the learning outcomes and is one of the main reasons for poor retention and high drop-outs.

7. Ensure implementation of mother tongue as medium of instruction at elementary level where children can learn and express their divergent thinking freely in turn improved outcomes of learning. In the tribal areas steps to be taken for provision of multilingual education material to the children.

8. RTE Act to be amended covering total school education; education of children with disability should also be in this continuum.

9. Private cost of education to all disadvantaged children to be avoided. Also, 25% EWS under RTE in private schools also may get MDM.

10. Quality of each school irrespective of size and location should ensure a learning environment that will facilitate each child including all disadvantaged children and children with disability to exercise their right to Learning Outcomes appropriate to their age and competencies for leading a life of dignity, economic independence and a committed citizen of India.

11. Organizations at the Centre, State and Sub-state levels should work in coordination involving the local authorities and result in a system of governance accountable to the people and children.

12. There should be an inbuilt mechanism at all levels to continuously monitor the achievement of learning outcomes as well the enabling provisions for facilitating...
learning of all children so that Right to Free and Compulsory Education can be ensured.

13. Policy should assert minimum instructional days in school education as curriculum are designed based on instructional hours and expected competencies.

**Theme 2: Extending Outreach of Secondary & Senior Secondary Education**

1. It goes without saying that education provides a strong foundation to both society and country. It is very important that education is imparted in mother tongue, based on moral values and rooted in the civilization, culture, traditions and history of the country, to become relevant, meaningful and therefore having a connect and reach to everyone. Value based education helps in man-making and character building, therefore enrich and add quality to life.

2. People in general should be made aware of Child Right Act. The ambit of RTE should be extended to include education at Secondary Level also as it is high time to promote and universalize Secondary education by making it free and compulsory like elementary education.

3. Along with the quality of education imparted, its mode also determines its reach and accessibility. Open Schooling/ Distance Education reach out to those who are somehow left out of the realm of formal schooling. By providing flexibility in terms of place, time, procedures and other requirements, open schooling is most accommodative and student-friendly. This should also be accepted as a model for Extending Outreach of Secondary & Sr. Secondary Education and proposed RTE should accordingly provide for these ensuring standards and learning outcomes including skill building.

4. Though there is no mention of open schooling in RTE at elementary level, it is an accessible mode of education, based on self learning, to bring millions of children into the fold of education. Children with disabilities and from other disadvantaged circumstances avail this mode. Therefore Open Schooling both at the national and state level need to be prioritized and strengthened to make education accessible and learning outcomes oriented, given the severe resource-crunch in providing formal schooling.
Theme 3: Strengthening of Vocational Education

1. Demographic advantage of India can materialize only if it has the skills and education to match the ever evolving modern technology and escalating global competitiveness.

2. Vocational Education gets firmed up and institutionalized when vocational courses/subjects get integrated with school education. To make that happen, it requires synergy of all the stakeholders, particularly Industry which need skilled-workforce.

3. At national level model occupational courses should be outlined by the related institutions like NCERT (as done by National Skill Development Corporation) that can be adopted at the district level by DIETs based on local needs and resources. For this a committee at district level presided by the District magistrate and members such as MLA, head of educational institutions/Universities should be formed with Principal of DIET as the convener of the meeting.

4. Internship to develop skills after primary level i.e. from 6th standard onwards for overall development of child. This will not only impart basic skills but also promote activity based learning.

5. Vocational Education introduces students to the world of work and improves their employability by ensuring transition from inadequate practical skills to substantial hands-on experience.

6. A lot is required to be done to promote vocational education, such as to equip teachers for teaching these skill based subjects, to provide labs and other resources, to devise appropriate pedagogic and evaluation strategies, certification and so on.

Theme-4: Reforming School Examination Systems

1. No detention policy in elementary education, as a result of RTE necessitates Continuous and Comprehensive Evaluation of a child. CCE does away with lots of deficiencies in the traditional examination system that promotes rote learning and various malpractices in education. However, this should be linked with diagnosis and enrichment and not result in mindless promotions without appropriate learning outcomes.

2. CCE should be redesigned as per socio-economic, cultural, geographical and environmental conditions of India. In this regard, guidelines appropriate in Indian context should be formulated by the concerned agencies. Being a nodal agency for education research and training, NCERT in co-operation with NCPCR
can frame the guidelines. Also, a continual evaluation of both curricular and co-
curricular aspects of child growth is to be ensured under CCE to facilitate all
round development.
3. Standard guidelines delineating essential parameters of evaluation under CCE
are required to be formulated that may be followed across the country.
Evaluation of Non-Scholastic areas poses a daunting challenge, therefore need to
be worked out precisely and carefully and not result in
increasing the private costs to learners.
4. Alternative response mode (written, oral, computer
fed etc.) built up as a regular practice will benefit
many learners from challenging backgrounds especially children with disabilities as well as those having language issues.

Theme 5: Re-vamping Teacher Education for Quality Teachers

1. Teacher Education is considered the weakest link in the whole scheme of
education in India. There is an urgent need to have a fresh perspective of
preparations of teachers to address evolving concerns of school curriculum,
transactional pedagogies, ICT etc. for improving the overall quality of education.
2. Now the new curriculum framework for Teacher Education, 2014 of two year
duration at primary and secondary levels includes Ethics, Arts & Crafts, Music,
Physical Education and Life skills to ensure all round development of children;
now these are to actualized through human and academic resource generation
and restructuring the recruitment and other related governance systems.
3. Syllabus for pre-service and in-service teacher education to be revised duly
incorporating the areas of sustainability, Democracy, RTE Act 2009 & its
implications, child rights, POCSO eliminating child labour, corporal punishment,
Juvenile Justice, Career counseling and life skills.
4. For ensuring availability of adequate number of teachers, the second year of the
programme can be used as intern in the schools where teacher shortage is acute
and they may be provided a stipend for this purpose as is done for the medical
trainees.
5. School staffing policy needs to be reviewed. The proposed curriculum changes at
school and teacher education and issues of disadvantaged groups like children
with disabilities, schools would need a revised staffing pattern. Teacher cadre
also needs to include special Teachers, Art, Performing Arts, Yoga and Physical
education teachers etc.
6. Policy also needs to be framed to earmark minimum teachers per school and
also sharing of teachers may be on cluster basis; to meet the financial
implications.
7. With emergence of private schools at all levels, recruitment of qualified teachers with adequate salary also needs to be ensured.
8. Use of ICT and other technology based solutions also needs to be considered for ensuring good quality teaching for all children and accordingly capture this in teacher training programmes.
9. Teacher education institutes also need to be staffed with qualified teacher educators with orientation to evolving challenges in education.
10. An assessment survey to be conducted on the critical issues like why the students are not interested in joining B.Ed. course in recent days; the status of professionalism among working teachers? The institutions which are expected to give shape to the national system of education can be strengthened.
11. The Academic Body as declared under RTE should play a vital role in preparing and translating the books in multiple languages and publish multilingual dictionaries and glossaries especially to cater to the needs of tribal children.
12. A separate accreditation board to be established at National level to assess and award ranking of the teacher training institutions to achieve quality teacher education.

Theme- 6: Accelerating Rural Literacy with special emphasis on Women, SCs, STs & Minorities through Adult Education and National Open Schooling Systems

1. Literacy with emphasis on Women, SCs, STs and Minorities is facilitated when they get education in their mother tongue based on curriculum in that language as well as suited to local contexts at the initial stages. However, these need to be linked with possibilities to be upgraded to the modern trends and contexts for continuing learning.
2. There should be favorable strategies particularly for children from ethnic and linguistic minorities to ensure acquiring strong foundational skills. Adult Education programmes and National Open Schooling Systems must be streamlined accordingly, given their reach and student-friendly outlook.
3. Open schooling and on-line education are important alternatives for such persons who are not mobile and cannot reach formal schooling for various reasons. Children and persons with disabilities should also be considered for these programmes.
4. Literacy programmes should focus on women empowerment, security from violence and exploitation.
5. The benefits of RTE Act 2009 should be extended to the children studying in Madarasas. At state level a Board of Madarasa Education to be established to enable all minority children to achieve elementary education.
6. Extend Mid-day meal programme to all children attending Madarasas.
7. The socio-cultural context of Tribals is unique and in many cases having their own spoken languages. This emphasizes the need to develop curricula, instructional materials in tribal languages at the initial stages, later switching over to the regional language.

8. Special provisions such as scholarships/fee waiver should be made for children of parents affected by any natural calamity to prevent drop-out from schools.

**Theme 7: Promotion of Information and Communication Technology Systems in School and Adult Education**

1. Lack of awareness of Information and communication technology and its usage in life in general and education in particular is holding back its application and tremendous benefits.

2. Where ICT has been sought to be applied in education, it has remained non-functional widely, due to using obsolete technology or very poor maintenance of equipments like computers. Without updating technology and computers, its application in education becomes ineffective and therefore delimited. Further, lack of proper education and exposure to using computers, discourage teachers using it as a methodology in transacting curriculum and organizing activities in a classroom.

3. ICT should be introduced in education right from the beginning in consonance with the curricular activities at a given level. In the ever increasing cutting edge global competitiveness, no country can afford to be lagging behind in ICT. Therefore, an all out effort required by all the stakeholders to make ICT an integral part of teaching and learning.

**Theme-8: New Knowledge, Pedagogies and Approaches for Teaching of Science, Maths and Technology in School Education to improve Learning Outcomes**

1. Children, especially in rural areas, demonstrate great learning skills through their curiosity, exploration, experiments, and innovations with locally available material. However, their activity based learning is severely challenged in the classrooms which centre on textbooks, information and examinations. The worst sufferer in this situation is science, the subject of explorations, discoveries and innovations.

2. Start science from Pre-School Education (PSE: 3-6 year age group); this has been included in WCD curriculum for Anganwadi centres. Encourage children to explore nature, experiment with seeds, magnets, lenses and toys and also share their discoveries and experiences. It will enhance their curiosity, interest, and love for nature.
3. Promote explorations, experimentation with locally available materials at Primary level (6-8 years) and facilitate discussion on various nature based themes. Ensure that children understand their plants, animals, sky, soil, etc.

4. Enrich classrooms at both pre-primary and primary level with a wide range of local collections (such as seeds, leaves, etc.), tools (such as lens, magnet, scientific toys, etc.), charts, posters, colourful encyclopedias and reference books to practice science and share experience. Keep the science kits, mathematics kits and other learning materials in the reach of children so that they learn how to use those, clean, keep back and maintain.

5. Facilitate interface of students with science professionals such as scientists, mathematicians, from different institutes and rural entrepreneurships to enable children how scientists work and how science progresses through collective efforts.

6. Strengthen the Teacher Education Institutions (TEIs) such as DIETs, CTEs, IASESSs and SCERTs as centres of excellence in science and mathematics.

7. Revamp the examination of science and mathematics. Emphasize more on understanding science/ mathematics and acquisition of science skills and mathematical skills for children than mugging up information. Understanding and skills need to be measured than information in examinations.

8. If children undergo these processes of science and also mathematics, they will acquire ample interest in science along with desired knowledge and skills. India is on a mission towards skill development and entrepreneurship. The foundational skills of early years and elementary education can only actualize this dream of the nation.

9. Using local curriculum will encourage parents and local community participation and evolving pedagogy suited to the local contexts

**Theme-9: School Standards, School Assessment and School Managements Systems**

1. RTE has given norms and standards for elementary education and different boards of school education also define such standards. School Recognition and Affiliation Process is also a way of maintaining and ensuring standards and norms.

2. Panchayats and other local bodies collect education cess; this should be spent for school standards and ensuring processes in place.

3. Local level management committees though envisaged need to be properly constituted and activated and work for the vision building and maintaining
standards and quality education. For example School Panchayats can be curved out of SMCs which can be a forum for student participation and interaction.

4. Current structures of school governance also need to give attention to academic aspects besides routine administration.

5. School Leadership needs to be evolved through proper exposure and capacity building.

6. Performance indicators are to be designed and based on that the schools should be given Grades. The admission criteria, fee collection etc should be based on school grades (A, B, C, D).

7. Strong Grievance redressal Mechanisms are to be developed, to safe guard the rights of children and ensure social justice.

8. Senior citizens are important pillars in social structure of India especially in rural India. The experiences of these people in the neighborhood area can be utilized by engaging them in school activities, either as member of SMCs or as mentors.

9. A fee Regulatory Committee can be constituted at state level in order to avoid pressure of Private costs of education for all the disadvantaged children of the society and to make their parents to pay attention on the learning outcomes of their children.

10. Focus on improving the status of government schools. All government schools to be brought under one umbrella i.e. model schools, Gurukulas, KGBVs, Ashram Schools, social welfare schools, special school for different disabilities etc, to avoid social discrimination among children.

11. For evolving better School Management Systems in the country introduce “Indian Education Services (IES)” in Central Government cadre services equivalent to IAS, IPS, IRS, and other civil service positions.

12. Specific modalities should be framed for recruiting Teachers and Teacher educators by establishing a State Education Commission exclusively like other service commissions to avoid interference of local factors. Even for transfers national guidelines need to be framed by adopting on-line transfer counseling.

13. The Academic calendar should be uniform only after the Primary Level. Till then it should be according to the regional level requirements.

**Theme 10: Enabling Inclusive Education – Education of SCs, STs, Girls, Minorities and Children with Special Needs**

1. Schools should be monitored for providing equal and secured learning environment irrespective of the family background and not make children feel inferior.
inferior for living in slum areas or belonging to disadvantaged communities and being a girl or a transgender.

2. Teacher education programmes should be geared up to develop sensitivity and competence to deal with diversity in classrooms including children with disabilities; though later may also require specially trained teachers.

3. All Govt., Non-Govt., public-private entities may adopt an area/village and promote awareness programmes to inform the people about the prevention and rehabilitation of children and persons with disability.

4. Multi-culture pedagogy approaches can be considered for enriching the self esteem of all children and girls from different disadvantaged groups.

5. Provision of hostels for children of seasonal migrant labour should be made so that they can continue education and do not drop-out from school.

6. An unique Id number to be allotted to each child of 3 to 18 years and Child Tracking System to be designed to ensure universal retention and to eliminate child labour, child marriages etc.

7. Ensure all out-of-school children are tracked, rescued and rehabilitated. For effective rehabilitation of rescued children vocational education has to be provided at district level.

8. Pradhan Mantri Fasal Beema Yojana should cover the Education expenditure of children of farmers affected by crop failure for at least one academic year.

9. Mid-day meal to be provided during summer vacation for the children of drought affected areas.

10. Guidelines to be framed to award minority status of an institute - should be based on the number of minority students admitted but not on the status of person/agency which runs the institute.

**Theme-11: Promotion of Languages**

1. As per 2001 Census, about 1635 rationalized mother tongues are being spoken by the native people in the country. The DIETs should be entrusted with the responsibility of identifying the languages, script and dialects in the District and should decide on the dialect and related script to develop learning material for the population speaking that dialect.

2. Language is not required for mere communication but it should be used as a tool for thinking. Children should be taught languages in a way that they can think creatively and express their views independently.
3. Special emphasis should be given to develop thinking and expression during early childhood when a child is prone to picking up more languages through listening and speaking.

4. Mother-tongue, Hindi, English are being taught as Language subjects under Three Language Formula. Efforts may be made to also promote Mother-tongue along with other Indian Languages, English Language or the dominant regional languages.

5. Learning and promotion of inter-state languages can play a major role in facilitating mobility of people across states. Youth acquiring multi-language skills have more job opportunities and have higher employability quotient.

6. This will also require changes in the National Curriculum Framework, Teacher Preparation for Language teachers as well staffing of schools from Preschool to Higher Secondary.

7. Braille and Sign Language as accepted Languages for Blind and Deaf by the current National Curriculum Framework also need to be reiterated.

8. ICT resources and Open learning resources should be developed for promotion off Indian languages.

**Theme 12: Comprehensive Education: Ethics, Physical Education, Arts & Crafts and Life Skills**

1. Design curricula by internalizing Indian Culture right from pre-school stage to inculcate social values through teaching of history and heritage in mother tongue following age-appropriate methodology. For example Organization of exposure camps giving opportunities to children to work together should be a part of the learning process. Group activities and team spirit to be encouraged for man making and character building and acquiring values.

2. Education is concerned with all-around development of the child and hence assessment to be made in all the physical, social, intellectual and emotional indicators. Accordingly the pedagogy and evaluation processes should be adopted to realize this objective.

3. Schools as learning space should be conceived in such a manner that besides the designated teachers and staff; involvement of local personalities, Artisan, Artists etc. is ensured to develop in learners appreciation for their own culture and develop a sense of belongingness.

4. An outline of different activities, duration, expected outcome should be framed that forms a part of curriculum for co-curricular activities in schools.
Theme-13: Focus on Child Health

1. Child Health receives inputs from four Ministries: Ministry of Health, Ministry of Women and Child, Ministry of Social Justice and Empowerment and Ministry of Human Resource Development. Hence tracking of status of Child Health for Nutrition, Integrated Child Development Services and Mid Day Meals needs to be seen together along with the Status of Mental Health. Health status is recognized as an integral component of school and essential for promoting learning outcomes of a child. School bullying and violence, exams related stress, suicides, substance abuse, adolescent issues etc. are drawing attention and concern in schools and colleges. Hence a coordinated approach is required.

2. It is recommended that Policy Statement on School Health Programmes should be evolved through inter-ministrial taskforce and be regularly monitored for effective implementation.

3. The scope can be as under (suggestive and exhaustive):
   - Assessment of nutritional status of children and common ailments to ensure corrective measures.
   - Effective implementation of Mid-day Meal programme and usage of iodized salt or any other such locale specific deficiency such as provision of iron & folic acid to prevent anemia.
   - Deworming on a regular basis
   - Cleanliness and health related issues to arrest vision problems.
   - Safety of school children and creating safe school environment to minimize school stress and avoid incidences of suicide and substance abuse.

4. Adequate mechanisms for enabling students to report abuse and violence of any kind in school should be ensured. Identification of symptoms of substance abuse and other psychological disturbances should be identified early on in the school by relevant mental health training of students, staff and teachers.

5. For proper implementation, norms also need to be developed for the staffing support to schools such as ANM; Guidance and Counselor and arrangements for cooked and nutritious food. While these posts need to part of the “Norms and Standards of School” as defined under RTE 2009, 2012; inter-ministerial arrangements for financial implications may be worked out. Ad hoc arrangements can lead to poor implementation.

6. The Educational System in India needs to recognize the lack of mental and psychosocial component of the current School Health Program and initiate it. Involvement of mental health professionals including psychiatrists, clinical psychologist, psychiatric social workers and school counselors and other stake
holders also need to be insured in liaison with the teachers and parents for life skills service delivery.

**Theme 14: School Safety and Security**

1. As NCPCR is developing a framework and guidelines for ensuring school safety and security of children in consultation with national, state and sub-state level agencies and all stakeholders like parents and children for all types of areas and location. These may become part of the eligibility conditions for a school/ education institution for recognition and registration.

2. Comprehensive safety at School may imply:
   - Prevention of corporal punishment- physical, mental and discrimination.
   - Emotional aspects- Absence of Harassment, Bullying, Cyber bullying, ragging, etc.
   - Physical aspects- Precautions against Injury on playgrounds, field trips, picnics, excursions, and safe infrastructure etc.
   - Individual and Social aspects- Child friendly language and actions, Non-Discrimination, empathy, precautions against physical abuse, substance abuse, molestation etc.

3. Every school should prepare and display school safety plan that may be prepared involving children and school management committees (SMCs) as has also been suggested by the Draft National Action Plan for Children, 2016 of WCD.

4. The guidelines developed by NCPCR for safety and security in schools should be made mandatory and schools violating the guidelines should be derecognized.

**Key Outcomes**

- Early Childhood and Care Education (ECCE) should be strengthened by extending the Mid-Day Meal Scheme to pre-primary education.
- Uniform Education Policy for Pre-primary and primary education should be implemented in the country. Schools for Blind, Deaf etc. should also be seen as Schools supported and governed like any other school for the Children of country.
- Revision of the RTE Act to make it more child friendly and leading to Universalization of School Education.
- Focus on improving the status of government schools.
• Introducing ‘Education’ in Central Government Services viz. Indian Education Services equivalent to IAS, IPS and other Civil Services positions.
• Establishing a State Education Commission exclusively like other service commissions in the country.

**Highlights of Children’s Voice**

- Uniform for children in Private and Government Schools must be same
- Mid-day Meal scheme should be extended to children under EWS category in private schools.
- Skilled and qualified teachers required to solve problems
- More games and sports facilities should be given
- Quality of all government schools should be upgraded like *Kendriya Vidyalyas*, *Navodya Vidyalyas*.
- All government officials including teachers and M.L.A/M.P should send their children to government schools
- Focus should be on quality education
- Private coaching should be completely stopped
- Universal norms regarding fee structure in private schools should be in place.
- Health of the students should be a matter of utmost concern – Yoga, Meditation, Right food, Right habits, Sports
- Counseling and guidance for Mental Health
- Focus on developing 3L’s- Leadership, Language and Life Skills
Annexure I

Deliberations in the Regional Consultations

Western Region Report
(Regional Consultation held in Goa on 20.02.2016)
**Introduction**

National Commission for Protection of Child Rights (NCPCR) organized the Western Region Consultation on New Educational Policy on 20th February 2016 at Goa in collaboration with Goa State Commission for Protection of Child Rights (SCPCR) and support from Directorate of Education Goa. The consultation covered seven States/UTs from the region, namely, Gujarat, Madhya Pradesh, Chhattisgarh, Maharashtra, Daman & Diu, Dadra & Nagar Haveli, and Goa.

Ms. Stuti Kacker, Chairperson, NCPCR in her message congratulated Goa SCPCR and all other stakeholders viz. educationists, academicians, teachers and representatives of CSOs working in the area of education for helping NCPCR to make this consultation on New Education Policy a success. She added that NCPCR as an apex body for protection of child rights under the CPCR Act, 2005 is mandated to review the existing policies and suggest recommendations. To fulfill this role, NCPCR is organizing one-day regional consultations in four zones of the country in collaboration with SCPCRs. These consultations aim to bring together scholars and practitioners who have been actively engaged in the area of school education to deliberate upon and outline informed recommendations to enrich the proposed new education policy. She posed two important questions to the delegates present viz. 1) What are the current issues/problems in the current education policy and initiatives to be taken at school education level and 2) What are other critical issues and areas that have been missed out in the consultation framework on school education? She wished and urged the participants to come together and bring out concrete ideas and suggestions to better the future of our nation by providing safe, secure and quality education to our children. She wished all the participants good luck for the consultation.

Hon’ble Chief Minister of Goa Shri Laxmikant Parsekar, presided the session and gave the inaugural address. He emphasized on skill-based education through schools of automobiles, agriculture and electrical work run by the state government. Hon’ble Chief Minister highlighted the significance of education for children with Special Needs and how Goa has met these challenges and fulfilled them.

Shri Priyank Kanoongo, Member (Education) NCPCR who was instrumental in driving this consultation on behalf of NCPCR welcomed the dignitaries and the delegates. He spoke on the aims and objectives of the consultation and emphasized upon the importance of the educational policy for nation building. He also drew attention of the delegates towards formulation of a policy, which will lead to character building of an individual. Individuals make families, families make society and unification of society enables nation building. This is the foundation of Education Policy. Shri Kanoongo also insisted on ensuring child friendly schools throughout the country.
The Vice Chancellor, Goa University Prof. Satish R. Shetye in his valedictory address appreciated the initiative taken by NCPCR. He gave a perspective on how education can become a catalyst for change and build the future of the nation. He stressed on the fact that education is a fundamental right of all children, which cannot and should not be denied under any circumstances. He said that the Education policy should focus on skill development, which is in consonance with the global demand.

More than 150 stakeholders from Western region of the country participated in the consultation. It was a heterogeneous group comprising University Vice-Chancellors, educationists, teachers, administrators, parents, children and Non-Government Organizations.

Themes

In this consultation three themes were discussed. a) Ensuring learning outcomes in Elementary Education; b) School Safety and Security; and c) Comprehensive Education - Ethics, Physical Education, Arts & Crafts, Life Skills

Theme 1: Ensuring learning outcomes in Elementary Education

The broader areas of UEE- access, enrolment, retention and quality have been improved a lot in the recent years. But regard to quality there is a long way to go. In the session on learning outcomes, following points emerged:

1. Children should be taught as per their interests and capabilities.
2. Education should develop independent and creative thinking among students.
3. Children should be taught in mother tongue at the primary level to enhance learning outcomes.
4. Learning by doing approach should be adopted.
5. For all-round development of the child focus should also be on non-cognitive areas of learning.
6. ECCE should also be included in the ambit of free and compulsory education.
7. Minimum average attendance of each child should be ensured (80 per cent of the working days).
8. Digitized system of attendance monitoring for both teachers and students.
9. Textbooks are designed based on the age-wise abilities of the child and expected number of competencies to be achieved in a particular year. In the context of this, policy should decide whether we should rely on number of working days or number of instructional days.
11. Textbooks should be provided to the child on the day of admission or on the reopening day.
12. Provide support material of learning to the child like workbooks.
13. Class wise learning indicators and stage wise curricular expectations must be specified.
15. Fixing of class wise and subject wise targets of children achievement levels to teachers.
16. Filling of teacher vacancies as and when it arise enabling teacher availability.
17. Maintenance of child work profiles and anecdotes of each in the school.
18. Fixing up monitoring indicators and regular supervision of schools.
20. Establishing community blackboards for display of school performance, development and its extraordinary achievements if any.
21. Social auditing of the schools to be introduced.
22. Teacher education needs to change in order to implement procedural changes in classroom suitable to the indigenous and tribal needs and aspirations.
23. Medium of primary education should be mother tongue. The phrase ‘...as far as possible’ mentioned in Section 29 (2) (f) RTE Act, 2009 should be removed.
24. Development of emotional and psychomotor domains should also be focused in teaching-learning processes.
25. There is a gap in understanding the child psychology among teachers.

Theme 14: School Safety and Security

Due to rapid expansion of schools for meeting the demands of the parents several schools are not having required facilities. Managements also concentrating on class academic work and fee collection instead of providing healthy and safe school environment. The following points emerged from the session:

1. Comprehensive safety at School:
   a) Emotional aspects-Harassment, Bullying, Cyber bullying, ragging, etc.
   b) Physical aspects-Injury on playgrounds, field trips, picnics, excursions, etc.
   c) Social aspects-Interpersonal relations.

2. Principles of Safe School:
   a) Child Centric Approach.
   b) Right of Children for self-determination.
   c) Child friendly language and methodology.
   d) No discrimination.
3. Factors responsible:
   a) School Leadership & Staff
   b) Community Involvement-Parents, Ex-students, etc.
   c) Culture of Co-operation.
   d) Periodic review of the safety plan.


6. Building up social relationships and living with the relations would create safe school environment for the young learners. Involvement of ex-students and local leaders in ensuring safety measures of the school children

7. Need to strengthen family as institution

8. Prevention of animals in the school premises

9. Entry of hawkers in the school premises should be prevented

10. School and college sharing the same premises should be avoided

11. Community participation for ensuring safe school premises- organizing regular PTA meetings.


13. Insecurity in form of drug addiction, use of tab particularly in case of elder children should also be taken into account

14. Strengthening of inner power and ability of self defense would bring about safety to the children in and outside the schools.


16. Availability of fire extinguishers and firefighting equipment in the school should be made compulsory.

17. Head of the institutions should ensure that the guidelines issued by NCPCR should be followed for eliminating corporal punishment.

18. Ensure prevention of bullying and ragging in schools (Hon’ble SC direction-Raghavan Committee)

19. Safety in Learning Environment (Child friendly)
   - Physical, cognitive and psychological wellbeing
   - Free from threat of punishment
   - Free from threats from teachers and peers
   - Joyful curriculum transaction
   - Mother tongue as medium of instruction
   - Free from homework and assignments
   - Out dated expressions: Pin drop silence, fold your hands and shut your mouth and spare the rod and spoil the child
   - Playground free from adult interference, injuries and abuse
   - Safe outdoor and indoor co-curricular and curricular activities
Safe school and private transports
- Safety from both teaching and non-teaching staff. Police verification of all staff
- Non-biased teaching procedures
- Child participation in planning and decision making

Theme 12: Comprehensive Education – Ethics, Physical Education, Arts & Crafts, Life Skills

The following points emerged from the session:

1. Aim of education should be character building and all round development of the children and hence education is for life.
3. Moral Education should be an integral part of curriculum.
4. Classrooms should be named after great personalities.
5. Children should be encouraged to participate in co-curricular activities such as scouts and guides, N.C.C. and N.S.S.
6. Interactive sessions with musicians, creative writers, artists, poets and journalists should be arranged.
7. Knowledge of hygiene and environment should be inculcated in children.
8. Education is limited to curriculum transaction as there are not opportunities of application of knowledge in real life such as in the situations where problem solving is required. Focus of classroom transaction should on this aspect from Std. I
9. Need of social integration and building up of strong foundation for family relation
10. Organization of camps giving opportunities to work together should be part of learning process.
11. It is the responsibility of school education to internalize Indian Culture right from pre-school stage inculcating among the learners social value through teaching the subjects like history and heritage in mother tongue. Use of storytelling could be effective means.
12. Morning assembly, celebration of Teachers’ Day, Children’s Day could be utilized as best opportunities for character building.
13. Interlink sports meaningfully with education as to make sports part of learning. Sports should be treated as means of inculcating Indian value system in the young generation
14. Culture of supervision free examination should be created
15. Music should be made part of school education to enable the learners to overcome mental illness.
16. Comprehensive education, Yoga should be given the status of full scientific subject right from Primary to Research level education. In schools the students are getting education but not culture, traditions and respecting elders. The child should know the moral and human values. The primary schools, colleges are allowing the students in modern dresses they are not strict of the rules. So, many students are doing suicides, and doing crime of all of these because their family background, surroundings etc.

17. The students do not know our leaders. So, per day half-an-hour is to be spend to know our national leaders, libraries are not using properly by the students. So, teaches should make to read the paragraph other from the student and make them to understand the use of library.

18. The Policy must address the issue of celebrating the cultural diversity and the uniqueness of India “Unity in Diversity”.

19. Life skills empower school children with improved decision making and promote mental well being and ability to face the realities of life. Focus should be given on interpersonal skills, cognitive skills and emotional skills in the context of comprehensive education.

20. Education is concerned with all-round development of the child (physical, socio-emotional along with cognitive), all aspects need to be assessed rather than only academic achievement. Physical education, games and sports should be made an integral part of the curriculum and daily routine in schools for the holistic development of children. Visual and performing arts are a critical part of school education and also provide space for children with different abilities.

Southern Region Report (Regional Consultation held in Tirupati on 24.02.2016)

National Commission for Protection for Child Rights (NCPCR), Govt. of India in collaboration with Andhra Pradesh State Commission for Protection of Child Rights (APSCPCR) organized a one day regional level Consultation on the New Education Policy for Southern States in collaboration with Andhra Pradesh State Commission for Protection of Child Rights (APSCPCR) on 24.02.2016 at Sri Venkateswara University (SV), Senate Hall, Tirupathi, Andhra Pradesh (AP). In this day long consultation, about 350 participants including representatives from all southern states; such as Andhra Pradesh, Telengana, Tamil Nadu, Kerala, Karnataka, & Puducherry participated in the deliberation. The day long consultation started with the inaugural session followed by three technical sessions and a special children session. The consultation culminated with the valedictory session.
Dr. D. SambasivaRao, Executive Officer, TTD, presided over the inauguration session and also he delivered the inaugural address. An audio-visual message from Ms. Stuti N. Kacker, Chairperson, NCPCR was conveyed in the beginning of consultation. The dignitaries on the dais were; Shri Priyank Kanoongo, Member, Education, NCPCR; Prof. A. Damodaram, Vice-Chancellor of SV University, Tirupati; Prof. A.P. Dash, Vice-Chancellor, Central University of Tamil Nadu; Dr. P. Mohan, Pro-Vice Chancellor, University of Calicut; Shri S. Balraju, Shri S. Muralidhar Reddy, Ms. Sumitra, Members of SCPCR-Andhra Pradesh; Shri. M. L. Kumar, Joint secretary, SSA, Govt. of AP; Prof. Rangacharulu, Former Professor of SCERT, AP; Shri. M. V. Satyanarayanan, Commissioner Intermediate Education, Govt. of AP; Prof. Nirmalalayoti, Coordinator, SPM University; Shri P. Babu, Member, Kerala SCPCR; Shri Selva Kumar & Ms. Jayanthi Rani, Members, Tamilnadu SCPCR; Ms. Aparna Koli, Shri Chandrasekhar, Members, Karnataka SCPCRs; Ms. Gatrude Vegus, Member Secretary, Karnataka SCPCR.

The speakers of the Technical session were Shri. Dasapthy Rao, Shri Ramanuni and Prof. T Kumaraswamy. The special session on children wherein children from different background such as SCs, STs, minorities and Children with special needs spoke openly about their issues and shared their views for new education policy was the highlight of the day long deliberation. Theme based-cultural programmes performed by the students from various schools of the city were the special attraction for the participants.

The core recommendations highlighted during the deliberation are; (a) More children participation in education and special session today should be named as ‘Muniamma’ session (b) Promotion of regional and travel languages as medium of instruction in schools (c) Use of Information and Communication Technology (ICT) for teachers’ education & (d) Introduction of Indian Education Service (IES).

Themes

There were three theme discussed in the consultation (a) Revamping Teacher Education for Quality Education (b) Enabling Inclusive Education-education of SCs, STs, Girls, Minorities and Children with Special needs & (c) Accelerating Rural literacy with special emphasis on Women, SCs, STs & Minorities through Adult Education and National Open Schooling System.

Theme 5: Revamping Teacher Education for Quality Education

Following suggestions emerged from the session:

1. The centre and state govt. should stop commercialization of teacher education institutes.
2. A balance between the demand and supply should be maintained.
3. More emphasis on practice than theory.
4. A separate body to evaluate, and give ranking to the institutes of Teacher Education.
5. The NCTE and Regional bodies need efficient and committed human resource. NCTE should be so reorganized that there is proper representation of university teachers, representatives of SCERTs, schools and students of teacher education institutions.
6. A regional office of NCTE should supervise every 100 Teacher Education Institution so that there is proper and effective supervision.
7. The Minority status of a Teacher Education College should be based on the number of minority students admitted and studying in the institutes and not on the basis of the person running the institute.
8. Every college of Teacher Education is to should be evaluated at least once in 3 years by a team of experts and educationists refresher course.
9. There should be provision for refresher course/orientation of Teacher Educators every year.
10. The premier Institutes of Teacher Education in India and the World should be linked.
11. Expert teacher of schools may be included in the panel of experts in every Teacher Education Institution.
12. Leadership training to all principals/Heads of the schools and colleges.
13. To review curriculum every 5 years. 80% general for all provinces and 20% for local needs.
15. Admission should be on the basis of merit.
16. Only qualified teachers should be appointed.
17. All teacher educators of colleges of Education to be enrolled/registered in NCTE.
18. Every college of education should have a practicing school.
19. Some residential colleges or Teacher Education should be established for Quality teacher education.
20. Curriculum for all round development of Teacher Education.
21. To adopt a village. Develop literacy, awareness etc.,
22. To make teacher trainee a part of the school.
23. Properly preparing the teacher educators for 2 year Bed orientation, 4 year BEd., and at 2 year M.Ed. courses.
24. College and University teachers also need training.
25. Some institution of residential mode of teacher train to be developed.
26. Some institution of excellence on public private partnership
27. To up date teacher education with value education and environmental education
28. Communication, language skills should be developed.
29. Child friendly environment is school and college.
Theme 6: Accelerating Rural literacy with special emphasis on Women, SCs, STs & Minorities through Adult Education and National Open Schooling System

1. Organization of more income generating programmes through JSSP
2. Regular organization of Saakshar Bharat centres, monitoring and supervision
3. Securing cooperation of community, NGOs, development departments
4. Organization of cultural programmes and provision of benefits to neo-literates
5. Organization of awareness programmes on health, environment, legal literacy, voter awareness etc
6. The problem of retention literacy skills should be achieved through regular organization of adult and continuing education centres.
7. In addition, girls are often treated as inferiors and less privileged with discrimination practices. The recommended action should include strict enforcement of law which ensures equal opportunities for girls in education, training, eliminating negative attitudes and practices both at home and outside; and protection of safety and security of girls from all forms of violence and exploitation

Theme 10: Enabling Inclusive Education—education of SCs, STs, Girls, Minorities and Children with Special needs

1. Teachers should go to the girl student houses and counsel them the importance of education.
2. Proper toilets and dustbins should be there in the girl's bathrooms.
3. Govt. has to open at least 4 special schools in each district for each of the case of special category for the severely & profoundly disabled.
4. Prepare teachers who can be best fitted to take up the educational emotional needs of the specially abled children in inclusive set up.
5. Govt. has to establish at least one teacher education institution to prepare teachers for each of the special need category of children with severe and profound disabilities i.e. like govt. DIETs Govt. Colleges of education for teachers of special schools.
6. Appointment of special teachers in inclusive schools and in special schools in a phase wised manner.
7. Preventive measures for the control of disabilities should be responsibility of govt., non-govt., public private partnership. Each of them should adopt a small area/village and should awareness programmes and also inform the need for rehabilitation of the specially disabled & where such semi cases available.
8. Arrange well equipped inclusive class rooms and appoint well qualified specialized teachers.
9. Mopping of available support service for children with special needs and based on that report establish required service for special need children.
10. Special school, special curriculum special examination methods for children with serves and profound disability.
11. Special address of the children with intellectually challenged.
12. Is there any Private School with single teacher for all the five schools? That is the secret of their success even they don’t have playground and don’t engage students in extracurricular activities.
13. Regular and continuous awareness programmes may be helpful for protection of Child Rights.
14. Needs to start classes upto +2 level in residential mode is Kasturba Gandhi BalikaVidyalayas
15. with central funding to address the problem of dropping out of girl children of deprived section after the age of 14 years and also to stop trafficking and child marriages.
16. Social exclusion towards SC/ST, minorities and other backward sector of children from teachers should be considered as a criminal offence.
17. Tribal area needs special education policy based on their cultural and traditional life.
18. Gender equality should be taught and practiced in the classroom.
19. Indian institutes are discriminating the children on the basis of sex. It should stop by policy.
20. Free, compulsory and universal education for all should be provided i.e. from K.G to +2 level up to 18 years age.

**Children’s Session**

1. The Mid-day Meal provided in schools should contain nutrients.
2. Every school should have laboratories and a special room for working models.
3. Student-Classroom ratio should not exceed 30:1.
4. Adequate toilets to be there for girls and boys separately.
5. Focus on vocational education.
6. Extra-curricular activities should be organized and local/national games should be given priority.
7. Provide bicycles to girl children so that they can attend schools from long distance.
8. Ramps to be constructed at each class for helping the children with loco-motor problems.
9. Curriculum should be framed with greatness of our Motherland.
10. Yoga should find place in our time-table.
Eastern Region Report  
(Regional Consultation held in Ranchi on 19.03.2016)

Introduction

National Commission for Protection of Child Rights (NCPCR) organized the Eastern Region Consultation on New Educational Policy on 19th March 2016 at Ranchi in collaboration with Jharkhand State Commission for Protection of Child Rights (SCPCR) and support from Directorate of Education, Jharkhand. The consultation covered 12 States/UTs from the region, namely, Bihar, Jharkhand, West Bengal, Odisha, Nagaland, Sikkim, Tripura, Mizoram, Meghalaya, Arunachal Pradesh, Manipur and Assam.

Ms. Stuti Kacker, Chairperson, NCPCR in her message congratulated Jharkhand SCPCR and all other stakeholders viz. educationists, academicians, teachers and representatives of CSOs working in the area of education for helping NCPCR to make this consultation on New Education Policy a success. She posed two important questions to the delegates present viz. 1) What are the current issues/problems in the current education policy and initiatives to be taken at school education level and 2) What are other critical issues and areas that have been missed out in the consultation framework on school education?

Hon’ble Minister for Urban Development, Jharkhand, Shri C. P. Singh gave the inaugural address. He highlighted the importance of providing vocational education to the children. He also stressed that the benefits of education policy should reach children from the most marginalized section of society and children with special needs. Education should modify behavior of the children.

Shri Priyank Kanoongo, Member (Education) NCPCR who was instrumental in driving this consultation on behalf of NCPCR welcomed the dignitaries and the delegates. He highlighted that children should have a major role in deciding the national policy on education. Hence, five girl children have been identified as guests for the inaugural session. Also, there is an exclusive session for children, where they will put forward their views, opinions and expectations from the education policy. Shri Yashwant Jain in his valedictory address appreciated the initiative taken by NCPCR.

More than 350 stakeholders from Eastern region of the country participated in the consultation. It was a heterogeneous group comprising University Vice-Chancellors, educationists, teachers, administrators, parents, children and Non-Government Organizations.
Themes

The themes discussed in the consultation were- a) Promotion of Languages, b) Focus on Child Health, c) New knowledge, pedagogies and approaches for teaching of Science, Maths and Technology in School Education to improve learning outcomes of students; and d) School standards, School assessment and School Management systems

Theme 11: Promotion of Languages

1. There are 22 official Languages-Promotion, 66 for Public Communication.
2. English + Hindi + Regional Language- Three language Formula.
3. Learning other languages is important.
4. Sanskrit Language must be learned. Language of masses.
5. Yoga and Veda should be taught and learned.
6. Learn as much as three languages at least.
7. Gujarat, Andhra Pradesh, Mizoram, Puducherry, Chandigarh, Andhra- French/German/Mandarin.
8. Karnataka has English as their second language.
9. Pre-primary to 12- Mother Tongue
11. Special Courses- Project Work, Seminar, news letter etc must be noted.
12. Education must be based on the language in which you think.
13. Mother tongue? or other?
14. English books in English language. How can we deal with this issue if the medium of education is mother tongue?
15. How will people communicate knowledge-research, transfer. She must know the language. How is that possible?
16. He cited example of a lawyer who can find it difficult to practice if he does not know English. We should promote our National Language, Hindi more.
17. Mother tongue is language of heart and mind.

Theme 9: School Standard, School Assessment and School Management Systems

1. Minimum average attendance of the teachers should be ensured.
2. Students must be from Govt. Schools in order to reach to the top.
3. Reservation for students who have studied in Hindi /Nepali
4. Class V- Studies should be in mother tongue language.
5. China is growing but not on the top of the world.
6. Assessment standards are followed same in all schools. It should be different- In urban area 90%- should be first class and in rural 50% should be considered enough for 1st class.
7. Incentives should be given to students for studies and good performance.
8. Stream Division from 7th Standard onwards.
9. Computer knowledge should be imparted to all students in school and it should be started early.
10. Teacher should focus only on teaching and should not be engaged in any other activity that disrupts their teaching.
11. School campuses should be made eco friendly, grant for toilets, playgrounds, safe drinking water should be given.
12. There should be parity between regular teacher’s salary and contractual teacher’s salary. Also, their designation should be the same.
13. Dress code of teachers should be diminished. The more vulnerable the teacher, the lower the morale.
14. Schools should not be treated as dhabas for Mid-day meal.
15. Make system transparent. Stop drop-outs. Students often drop-out to earn money.
16. Mental health education and patriotic education must be imparted in school. It should become part of the curriculum.
17. Exam should not be continuous. We should have one exam per day system.
18. Counseling should be made essential for all school kids.
19. Sex education and drug education should be compulsorily imparted in school.
20. Involvement and collaboration of corporate should be done to conduct research and other studies to know status and causes of education.
21. Street plays in villages should be done to raise awareness.

**Theme 13: Child Health**

1. Education policy should focus on mental Health, TB, and Cholera.
2. No one is immune to mental illness. Children under 18 years of age are also prone to mental illness.
3. Liaisoning with Media for Mental Health Promotion.
4. Spreading more awareness amongst teachers and Student-Teacher trust building is required.
5. Some school building consists only few rooms hence children can’t play and don’t even have healthy bodies.
6. PT period must be evaluative and a result must be shown.
7. Break isolation- Interact with child. Interaction is responsibility of both the teacher and child. Spread awareness.
8. In many places it is a belief that daughters are not to be sent to school for studies, Wherever there is gross violation of school safety and security norms, the affiliation of the school should be withdrawn by the concerned board.
9. Root cause of the problem must be taken care off. Birth control must be made mandatory.
10. 10th syllabus is low, 11th is very high. There is a very huge gap.
11. Girls are not given reservation.
12. People can’t purchase paper hence exam date can’t be communicated.

Theme 8: New knowledge, pedagogies and approaches for teaching of Science, Maths and Technology in School Education to improve learning outcomes of students

1. Start science from Pre-School Education (PSE: 3-6 year age group). Encourage children to explore nature, experiment with seeds, magnets, lenses and toys and also share their discoveries and experiences. It will enhance their curiosity, interest, and love for nature.
2. Promote explorations, experimentation with locally available materials at early Primary level (6-8 years) and facilitate discussion on various nature based themes. Ensure that children understand their plants, animals, sky, soil, etc.
3. Every child needs to learn ‘how science works – method of science’. Hence activities need to be conducted to enable children experience these and acquire the skills.
4. Enrich classrooms at both pre-primary and primary level with a wide range of local collections (such as seeds, leaves, etc.), tools (such as lens, magnet, scientific toys, etc.), charts, posters, colourful encyclopedias and reference books to practice science and share experience.
5. Keep the science kits, mathematics kits and other learning materials in the reach of children so that they learn how to use those, clean, keep back and maintain.
6. Facilitate interface of students with science professionals such as scientists, mathematicians, from different institutes and rural entrepreneurships to enable children how scientists work and how science progresses through collective efforts.
7. Encourage good science students from colleges/universities to pursue career in science teaching at school level through quality training, exposure to scientific institutions and recognition of good practices.
8. Invest more in quality training of science teachers in schools and create scope for promoting scientific explorations and their recognition.
9. Strengthen the Teacher Education Institutions (TEIs) such as DIETs, CTEs, IASESs and SCERTs as centres of excellence in science and mathematics.
10. Promote science clubs, nature/ environment clubs, eco clubs, astronomy clubs, climate clubs, mathematics clubs, etc. in every school to encourage children carry out various science activities and science events on a regular basis and acquire skills.
11. Connect knowledge and skills from local science and technology to school science course. For example, the knowledge and skills associated with local agriculture, carpentry, cuisines, etc. can contribute a lot to the schools science learning. Local
skilled personnel can demonstrate and narrate the processes of their work, which is very useful for the young learners.

12. Conduct regular festivals, exhibitions in science and mathematics to enable children share their year wide experiences and innovations with larger number of children and community members.

13. Revamp the examination of science and mathematics. Emphasize more on understanding science/ mathematics and acquisition of science skills and mathematical skills for children than mugging up information. Understand and skills need to be measured than information in examinations.

**Children’s Session**

1. The 130 crores population of India is nota problem or Bottleneck – but if educated and trained properly and instilled with patriotism this enormous human resource can become the greatest asset of our country and give India a great competitive advantage.

2. Enhancing and tapping the creativity of children by introducing pedagogy based on practical methods and models.

3. Making them tech savvy and computer literate by providing computer labs and basic infrastructures.

4. Teaching them personal hygiene and good habits and healthy ways of life

5. Designing motivational, patriotism and interest arousing textbooks

6. Introducing teachers training to instill in them a sense of initiative and dedication.

7. Students up to class 8 should compulsorily go to schools in their own locality only

8. Making it compulsory for govt. servants, officers, MPs and MLAs to send their children to government schools only.

9. A quality control board of education should be established whose purview will include both public and private schools.

10. Since the world has now recognized the importance of Sanskrit as a language suitable for computer languages and since it is the gateway to our rich heritage, the government should promote Sanskrit education through scholarships, teachers’ awards and opening Sanskrit universities.

11. Early identification, segregation and development of students on the basis of talents in academics, music, sports etc. at secondary level.

12. Introducing a compulsory course on Law so that the youth are aware not only of their rights but also of their duties.

13. Updated knowledge for students – through revised NCERT books which will be available online for free
14. Another area which requires serious action are the Industrial Training Institutes (ITIs) for the fulfillment of the ‘Make in India’ dream Our primary focus would be increasing enrollment in ITIs.

15. Early aptitude and skill test based career guidance – right student in the right streams – follow your dreams.

16. Early identification of students who have a knack for research.

17. Revising and tailor making new courses and streams – varying in rigor and focus (whether for knowledge (contributing stream) or for job (consuming stream).

18. At All Levels of education:
- Health of the students should be a matter of utmost concern – Yoga, Meditation, Right food, Right habits, Sports, Counseling and guidance for Mental Health.

19. Patriotism for the country should be instilled
- Leadership, language and life skills (how to live life and overcome inevitable difficulties and stresses in life).

20. Models, charts and visual/practical and application based teaching and not theoretical teaching.

21. Morality of students should be continuously monitored and credit points given for ethical behavior.

**Northern Region Report**
*(Regional Consultation held in Jaipur on 31.03.2016)*

National Commission for Protection of Child Rights (NCPCR) organized the Northern Region Consultation on New Educational Policy on 31st March 2016 at Jaipur in collaboration with Rajasthan State Commission for Protection of Child Rights (SCPCR) and support from Department of Education, Rajasthan. The consultation covered 8 States/UTs from the region, namely, Punjab, Haryana, Delhi, Himachal Pradesh, UP, Uttarakhand, Chandigarh and Rajasthan.

Ms. Stuti Kacker, Chairperson, NCPCR in her message congratulated Jharkhand SCPCR and all other stakeholders viz. educationists, academicians, teachers and representatives of CSOs working in the area of education for helping NCPCR to make this consultation on New Education Policy a success. She posed two important questions to the delegates present viz. 1) What are the current issues/problems in the current education policy and initiatives to be taken at school education level and 2) What are other critical issues and areas that have been missed out in the consultation framework on school education?

Shri Atul Kothari highlighted the importance of value education. He added that education should not be taken as mere a means to earn livelihood but a step towards character.
building. He stated that the aim of education should be character building and personality development. Education should be in mother tongue, it should be comprehensive, and education should also include sports and physical education. Dr. Jitendra Nagpal presented on issues related to child’s mental health and its effect on education. Dr. Nagpal highlighted the effective measures in dealing with such issues. A special session for children was organized in which students shared their views and concerns and raised some pertinent questions.

More than 350 stakeholders from Northern region of the country participated in the consultation. It was a heterogeneous group comprising University Vice-Chancellors, educationists, teachers, administrators, parents, children and Non-Government Organizations.

Themes

The themes discussed in the consultation were a) Strengthening of Vocational Education; b) Promotion of Information and Communication Technology Systems in School and Adult Education; c) Extending outreach of Secondary and Senior Secondary Education; d) Reforming School Examination systems; and e) Focus on Child Health.

Theme 3: Strengthening of Vocational Education

1. Vocational Education should be compulsory to interest of students – we can make levels for vocational education.
2. Vocational education for skill development and economic independence so that unemployment can be eradicated.
3. Vocational education should be more localized based on local needs and requirements.

Theme 2: Extending outreach of Secondary and Senior Secondary Education

1. Mother tongue- best for imparting education best to express of emotions and feelings.
2. Education should be autonomous. Govt. should provide facilities, outline syllabus, education policies, and evaluation techniques.
3. Secondary education should become wholesome- Free education till 12th standard; Right to education from 6th to 12th.
4. Vernaculars language is must. Children lack interest still English is compulsory for lot of services like officers in military cadre.
5. Skill based education and inspirational leaders’ stories should be incorporated in education.
6. The weight of course should be made light. Excessive weight of bags can be reduced for health purposes too.
7. Teachers should be given right to teach.
8. Media should be controlled for imparting values.
9. Games lead to excellence in academics too.
10. Education should be made more practical.
11. Spirituality is base of life and education. Eg. In a school – saving Environment was taught, feeding birds etc. Earth day etc were celebrated and plastic was banned- students took it in their family later on made paper bags and distributed to shopkeepers to use them and ban plastic.
12. Sports equipment is schools and facilities

**Theme 7: Promotion of information and communication Technology system in school and adult education**

11. The Universal Problem is that Education is lagging behind in IT area due to lack of awareness of soft ware etc in field of education
12. Computers become waste quickly and Non functional technology is lying in schools. Computers are not updated and the aim cannot be fulfilled
5. Lack of proper teaching training of computers No. Soft us are is taught not taught to use it as audio visual aids
6. ICT is meant for audio visual and for creating interest
7. Appropriate use of computers misusing the technologies by children.
8. Availability of Material by person. Pirated software are installed which is not good.
9. Open educational resources which gives you free and independent and to share it also. Need to have open educational resource knowledge to be translated in all language devices should be durable economical and not create & waste.

**Theme 4: Reforming School Examination System**

1. The aim of examination is to guide; to bring quality in education and; for employment. Exams are taken to assess knowledge but without skill then it is not worthy. Exam should be knowledge + Skill.
2. Features of Exams- Pinpoint knowledge and objective type kills creativity of students; Objective + Lengthy + logical thinking; leading from easy to difficult.
3. When the exams should be taken? Till the students are ready and satisfied himself however this is a unpractical, Syllabus centered exam are needed.
4. Students as well as other teachers should evaluate teachers. Self-evaluation is more important.
5. Result leads to encouragement discouragement hence need to decide if results should be publicly declared or not. Result should lead to confidence.

**Theme 14: School Safety and Security (Safe, Healthy and Well being Schools)**

1. Important questions to deliberate upon- What are happy Schools? Are children happy to go to school and spend time there? Children keep dragging and come happily home what
is missing in school? What type of Schools we need? There are 15 lakhs school under HRD.

2. Teacher is a best counselor. There are only 3,000 counselors are these we need more a hidden counselor is there in teacher. We have to stop there, as teacher is the real friend of students.

3. Literacy is not education but holistic development of child.

4. Early Childhood most neglected how they are developing but we are missing this foundation if we cannot change the behavioral foundation of child easily once formed.

5. If system recognizes the capacity of teacher he can reform the child behavior as well as personality development.

6. Child abuse leads to mental trauma. They never share and are suppressed by family members itself. Relatives exploit them. Why are we not thinking about emotional security and safety of child?

7. Health ministers should work with education ministries. Research on Mental disorders in children suggests in India 12.8 per cent of 1-16 year old are mentally sick.

8. Providing junk food in schools leads to mental & Physical disorders. 23 lakhs die before age of 5 in India every year.

9. Parent-Teacher meeting should also include children.

10. To stop bullying at Schools- Administration should come forward, make anti Bullying acts, seniors should be the guide to stop this bullying.

Children’s Session

1. The children from EWS category have 25 per cent reservation in private schools but this policy is not being implemented in all schools.

2. There should not be any discrimination in schools.

3. Teachers do not listen to the problem and also not skilled to solve our problems.

4. More tournaments must be held.

5. No NCC is some school, no games facilities.

6. Girls should be given hostel facilities

7. The uniform of private and government schools must be same.

Annexure II

*Media Coverage of the Consultations*
Ministry: A Regional consultation on Right to Education will be submitted to National Council of Education and Research (NCERT), Central Educational Research and Training Institute (CERT), and others. The Task Force on Children's Rights (NPCR) under the Ministry of Human Resource Development will hold a meeting on Tuesday, the 16th of July, to discuss the implementation of the Right to Education Act at the field level.

Ministry officials will participate in a special interaction session with a group of 60 school children. The aim of the meeting is to understand the vision of apex institutes, to understand the idea behind the Right to Education Act, and to make a major contribution to the field of education.

The meeting will be attended by the National Commission on Child Rights (NPCR), which is responsible for promoting and protecting children's rights. The meeting will also be attended by a member from the Ministry of Human Resource Development.
Experts pitch for skill-based education

Prakash Kamat

NCPCR holds first regional consultation on proposed new educational policy

The National Commission for Protection of Child Rights (NCPCR) will hold three more one-day regional consultations in collaboration with State CPCRs, to review the existing educational policies and suggest recommendations for the proposed new policy.

The first regional consultation on the new educational policy (western region) was held here on Sunday, in collaboration with the Goa State Commission for Protection of Child Rights (SCPCR), and support from the State Directorate of Education.

More than 150 stakeholders from the western region participated from five different states: Gujarat, Maharashtra, Madhya Pradesh, Chhattisgarh and Goa. During a session, it was unanimously decided by all the stakeholders that they should be included in Central Government Cadre Services, namely, Indian Education Services equivalent to IAS, IPS and other Civil Services positions.

Arvind Chaudhary, who presided over the session, focused on the inclusion of Sanskrit and memory enhancement education in the curriculum.

Atul Kohari insisted that different parameters such as education in the regional language, skill-based and value-based education be factored in while deciding upon the new policy. He also stressed on the equality of educational opportunities in rural and urban areas.

Stuti Kacker, NCPCR Chairperson, said that the announcement of the new education policy had come after a long interval. “There has been massive expansion and diversification of educational opportunities at all levels since then,” she said.

The NCPCR, as an apex body for the protection of child rights under the CPCR Act, 2005, is mandated to review the existing educational policies and suggest recommendations. “These consultations aim to deliberate upon and outline informed recommendations to enrich the proposed new education policy,” she said.
Kids demand safe cradles

ARTIS SAHULIVAR

“Madam, mere school mein teachers bahut marte hain. Ek teacher mera shoshan bhi karte hain. Kuch kartye (Madam, teachers of my school beat us. One of them physically abuses me as well. Please do something),” pleaded a Class VIII student of Doranda Girls’ High School.

“What measures are being taken by National Commission for Protection of Child Rights (NCPCR) to ensure security and stress-free education in schools, asked Vansha Singh of Class IX, Bridgetford School.

“Make education till Class VII compulsory under the new education policy. Children of MPs and MLAs should attend government schools,” Shubh Mishra of Class X, DFS, Ranchi, requested.

Ranchi, March 19: Students raised their concerns at a regional consultation on the new education policy organised by NCPCR in collaboration with Jharkhand State Commission for Protection of Child Rights (JSCPCR) at a city hotel today.

Addressing the first concern, Nisha Jha, chairperson of Bilar State Commission for Protection of Child Rights (BSCPCR) asked NCPCR member Priyank Kanoongo to look into the matter. Kanoongo summoned Ranchi district education officer Raj Kumar Singh, who promised the teenager that they would visit the Doranda school on Monday and take action.

Answering the second question, the NCPCR member said a special task force was being constituted to ensure safety in schools.

“We are making police verification of school staff mandatory, which will be enforced from April. On failure, a school’s affiliation will stand cancelled without any warning,” said Kanoongo.

The NCPCR member assured the children from 80 city schools, who attended the event, that the points raised today would be considered in the new education policy for which a draft was being prepared in consultation with educationists and psychologists.

“We have already organised similar consultation workshops in Goa and Tripura, Jharkhand being third. In the new education policy, there will be 13 themes focusing mainly on safety and stress-free education in schools. After its approval, a manual will be prepared. It will be then sent to Union HRD ministry for final approval and dispatched to CBSE, ICSE and state boards, he added.

Chief guest urban development minister C.P. Singh said women empowerment should not just be on paper. “Our daughters do not feel safe in schools at times. I request the NCPCR to create conducive ambien in schools by imposing strict rules so that our future generation, especially girls, feel secure,” said Singh.
शिक्षक सेवा का बने नया कैडर

20 तक केंद्र सरकार को लोगों प्रस्ताव

भारतीय प्रशासनिक सेवा की तर्ज पर भारतीय शिक्षक सेवा का नया कैडर बनाया जाए। इससे योगदानार्थी शिक्षकों की अभिनंदन और उनके कार्यकर्ताओं के आनंद हुआ चलने वालों के प्रशासनिक अधिकारियों पर भी लगाया लगने।

ऑडियो में गृहमंत्री का राष्ट्रीय प्रोग्राम एवं 8 राज्यों के बाद अधिकार संस्थान आयोगों के पदाधिकारियों ने सर्वप्रथम इस प्रस्ताव को पहली विश्वसनीय किया। कई 30 वर्षों की बाद वन घरों में रही नई राष्ट्रीय शिक्षा नीति के उत्तर क्षेत्र के लिए ऑडियो में केंद्रीय परामर्श बैठक आयोजित की गई।

इस में इंडिया के अलग अंगों से प्रतिनिधियों के सहित किस जोड़ी और सुझाव दिए। बैठक में सुनकर शिक्षा सरकारी स्तर की अधिकारियों को शिक्षा अधिकारी ने नए। राष्ट्रीय बाल अधिकार संस्थान आयोग के सदस्य शिक्षक कार्यकर्ताओं ने बताया कि यह प्रस्ताव 20 अगस्त तक केंद्र सरकार के मानव संसाधन विकास मंत्रालय को सौंप दिया जाएगा, इसके बाद गृह राज्य सरकार के पास जोड़े जाने के लिए बैठक में केंद्र की ओर से 13 बिन्दु ही चर्चा के लिए साझेदार बनाए गए थे, ताकि नई राष्ट्रीय बाल अधिकार संस्थान आयोग के सदस्यों ने इस पर आपत्ति जताने हुए।

हंगार, जताई चिंता

बैठक में, बच्चों का बोझ कम करने का कोरोना बनाने वाले शिक्षक संगठन जोड़ी ने बताया कि इसे ज्ञान की नीति में फ्रॉकटा।

हिसाब से 9 अलग-अलग छोटी किताबों में वांछित किया जा रहा है। बच्चों की अनुमति के अधीन अधिकारों को नये नियमों को पूरा करना लागता है और इससे सभी फिरोजाबाद के तुलना में बोझ कहीं गुणा कम होता है।
नई राष्ट्रीय शिक्षा नीति के लिए मिले सुझाव

अध्याय 1
1. भारतीय संविधान में नई शिक्षा नीति के लिए संस्थापण के संबंध में कुछ सामग्री जरूरी है।

2. अध्याय 2
2.1 नई शिक्षा नीति के लिए संस्थापण के संबंध में कुछ सामग्री जरूरी है।

3. अध्याय 3
3.1 नई शिक्षा नीति के लिए संस्थापण के संबंध में कुछ सामग्री जरूरी है।

4. अध्याय 4
4.1 नई शिक्षा नीति के लिए संस्थापण के संबंध में कुछ सामग्री जरूरी है।

5. अध्याय 5
5.1 नई शिक्षा नीति के लिए संस्थापण के संबंध में कुछ सामग्री जरूरी है।

6. अध्याय 6
6.1 नई शिक्षा नीति के लिए संस्थापण के संबंध में कुछ सामग्री जरूरी है।

7. अध्याय 7
7.1 नई शिक्षा नीति के लिए संस्थापण के संबंध में कुछ सामग्री जरूरी है।

8. अध्याय 8
8.1 नई शिक्षा नीति के लिए संस्थापण के संबंध में कुछ सामग्री जरूरी है।

9. अध्याय 9
9.1 नई शिक्षा नीति के लिए संस्थापण के संबंध में कुछ सामग्री जरूरी है।

10. अध्याय 10
10.1 नई शिक्षा नीति के लिए संस्थापण के संबंध में कुछ सामग्री जरूरी है।

11. अध्याय 11
11.1 नई शिक्षा नीति के लिए संस्थापण के संबंध में कुछ सामग्री जरूरी है।

12. अध्याय 12
12.1 नई शिक्षा नीति के लिए संस्थापण के संबंध में कुछ सामग्री जरूरी है।

13. अध्याय 13
13.1 नई शिक्षा नीति के लिए संस्थापण के संबंध में कुछ सामग्री जरूरी है।

14. अध्याय 14
14.1 नई शिक्षा नीति के लिए संस्थापण के संबंध में कुछ सामग्री जरूरी है।

15. अध्याय 15
15.1 नई शिक्षा नीति के लिए संस्थापण के संबंध में कुछ सामग्री जरूरी है।

16. अध्याय 16
16.1 नई शिक्षा नीति के लिए संस्थापण के संबंध में कुछ सामग्री जरूरी है।

17. अध्याय 17
17.1 नई शिक्षा नीति के लिए संस्थापण के संबंध में कुछ सामग्री जरूरी है।

18. अध्याय 18
18.1 नई शिक्षा नीति के लिए संस्थापण के संबंध में कुछ सामग्री जरूरी है।

19. अध्याय 19
19.1 नई शिक्षा नीति के लिए संस्थापण के संबंध में कुछ सामग्री जरूरी है।

20. अध्याय 20
20.1 नई शिक्षा नीति के लिए संस्थापण के संबंध में कुछ सामग्री जरूरी है।
‘विद्यार्थियों की हीनभावना दूर करें’

जयपुर। सरकारी स्कूल के छात्रों की यूनिफार्म एक जैसी होती है, जबकि प्राइवेट स्कूलों के छात्रों की यूनिफार्म अलग-अलग प्रकार की होती है। ऐसे में सरकारी छात्रों में हीन भावना पनपती है। इसे हर करने के लिए सरकारी और प्राइवेट स्कूलों के छात्रों की स्कूल ड्रेस एक जैसी होनी चाहिए। गुरुवार का आठ एक के भगवान सिंह मेहता सभागार में नई राष्ट्रीय शिक्षा नीति को लेकर हुई उत्तर भारत के आठ राज्यों के प्रतिनिधियों की कार्यशाला में सरकारी स्कूलों के छात्रों ने यह बात कही।

राष्ट्रीय बाल अधिकार संरक्षण आयोग की ओर से आयोजित इस क्षेत्रीय परम्परा वैकल्पिक इंटरक्शन संशोधन में विद्यार्थियों ने अपनी समस्याएं रखीं और विद्यार्थियों को अपनी समस्याओं से बचाने के मुद्दे से बात की। कार्यशाला में पंजाब, इनका हल भी बताया। कार्यशाला में पंजाब, हिमाचल प्रदेश, उत्तराखंड, दिल्ली, हरियाणा, उत्तरप्रदेश, उत्तराखंड, हिमाचल प्रदेश और राजस्थान से चंडीगढ़, हिमाचल प्रदेश और राजस्थान से प्रतिनिधियां शोभित रहे। राष्ट्रीय बाल अधिकार के अध्यापक कानूनदारों ने बताया कि आयोग वैठनों में सामने आई समस्याओं और सुझावों का एक प्रतिबद्ध तैयार कर इसे केंद्र सरकार को देगा।

शिक्षा कार्य में ही लगाएं

कार्यशाला में एक अध्यापक ने सुझाव दिया कि सरकार ने कानून बनाकर छात्रों को शिक्षा का अधिकार दिया है, वैसे ही शिक्षकों को भी अध्यापन करने का अधिकार दिया जाना चाहिए। शिक्षकों को सरकारी कामकाज में लगाये की बजाय पूरी तरह शिक्षा कार्य में ही लगाये चाहिए।
సుప్రసిద్ధి ప్రధాని హేరా బ్యాంక్ మేధయోగం

అంశం: తాను సుప్రసిద్ధి ప్రధాని హేరా బ్యాంక్ మేధయోగం విధానం ప్రదానం చేసే హేరా బ్యాంక్ పాత్రాన్ని వివరిస్తున్నాను.

మేధయోగం ద్వారా హేరా బ్యాంక్ ప్రధాని మరో ప్రతిభావంతం అంచన ఉంది. ఈ ప్రదానం వ్యవస్థాపకులు బాధ్యత ప్రాంతం తీసుకువాటి వారి మధ్య సహకరిసి మరియు ప్రతి ప్రతిభావంతం వివరిస్తున్నాను.

మేధయోగం కు ప్రాథమిక లక్షణాలు

మేధయోగం శుష్కముగా ఉంటుందాను. ఈ ప్రదానం వెలుగులతో ఉంటుందాను. ఈ ప్రదానం ఒక ప్రతి పరిస్థితి సహకరిసి ప్రతి పరిస్థితి అంచన ఉంది. ఈ ప్రదానం కు ప్రతి పరిస్థితి వ్యవస్థాపకుల వివరిస్తున్నాను.

అంశం: ఈ ప్రదానం ప్రముఖ ప్రతిభావంతం అంచన ఉంది. ఈ ప్రదానం పరిస్థితి సహకరిసి పరిస్థితి అంచన ఉంది. ఈ ప్రదానం వ్యవస్థాపకుల వివరిస్తున్నాను.

మేధయోగం వైశ్చిన్నత్వం

మేధయోగం ప్రతి పరిస్థితి వ్యవస్థాపకుల వివరిస్తున్నాను.

మేధయోగం సాధనాలు

మేధయోగం ప్రతి పరిస్థితి వ్యవస్థాపకుల వివరిస్తున్నాను.

మేధయోగం సంస్థలు

మేధయోగం ప్రతి పరిస్థితి వ్యవస్థాపకుల వివరిస్తున్నాను.

మేధయోగం నిర్ధారణలు

మేధయోగం ప్రతి పరిస్థితి వ్యవస్థాపకుల వివరిస్తున్నాను.

మేధయోగం సంస్థలు
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