

GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI
DIRECTORATE OF EDUCATION: SCHOOL BRANCH
OLD SECRETARIAT: DELHI-110054.

No. DE .23(380)/Sch.Br./2015/SCERT / 909

Dated: 14/7/15

CIRCULAR

Sub: One Day State Level Consultative meeting (Level I) on New Education Policy

Please find enclosed herewith a letter dated 13th July 2015 received from SCERT, New Delhi on the above cited subject. They are organizing One Day State Level Consultative meeting (Level I) on New Education Policy on **16.07.2015 at 9.00 a.m.** at SCERT, Delhi. **Sh. Manish Sisodia, Hon'ble Minister of Education, GNCT of Delhi has consented to chair the same.** The list of participants already approved by the Director Education is also enclosed.

The participants are requested to kindly go through the agenda for discussion in the meeting.

for *Usha Rani*
14/7/15

(Dr.(Mrs.)Sunita. S.Kaushik)
Addl. D.E (School)

Encl. As above

All HOSs through DEL-E

No. DE. 23(380)/Sch.Br./2015/SCERT / 909

Dated: 14/7/15

Copy to:

1. PS to Secretary (Education)
2. PS to Director (Education)
3. Jt. Director, SCERT, Varun Marg, Defence Colony, New Delhi - 24.
4. All RDEs, DDEs(District/Zone)/DEOs.
5. OS (IT) to please paste it on the website
6. Guard File

for *Usha Rani*
14/7/15

(Usha Rani)
DDE (School)

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
VARUN MARG, DEFENCE COLONY, NEW DELHI-110024

F.No.12(37)/Acad/NCERT/SCERT/2015-16 /2929-35

Date: 13/07/15

To

The Addl. Director of Education (Schools)
Directorate of Education
GNCTD, Old Seett.
Delhi-110054

Sub: One Day State level Consultative meeting (Level I) on New Education Policy

Madam,

SCERT Delhi, in consultation with NCERT, is organizing a one day State level Consultative meeting on New Education Policy on 16.7.2015 at 10.00 a.m. at SCERT, Delhi. Sh.Manish Sisodia, Hon'ble Minister of Education, GNCT of Delhi has consented to chair the same.

You are requested to upload the agenda, schedule and list of participants of above meeting on the website of Directorate of Education, GNCT of Delhi. The list of participants has already been approved by the Director of Education, GNCT of Delhi

The participants are requested to kindly go through the agenda for discussion in the meeting.

Yours faithfully,


(Dr. Pratibha Sharma)
Jt. Director

Encl: CD of Agenda, schedule & list of participants.


F.No.12(37)/Acad/NCERT/SCERT/2015-16 /2929-36

Date: 13/07/15

Copy to:

1. P.S. to Principal Secretary (Education), Directorate of Education, GNCTD, Old Seett., Delhi
2. P.S. to Director of Education, Directorate of Education, GNCTD, Old Seett., Delhi
3. Asstt. Director of Education (Schools), DoE, GNCTD, Old Seett., Delhi
4. Office Supdt. School Branch, DoE, GNCTD, Old Seett., Delhi
5. DDO, SCERT, New Delhi
6. Guard File


13.7.15
Joint Director


14/7/15
DOB (sch)

1323/Acad/SCERT/15
14/7/15

Programme Schedule

State Level Consultative Meeting On New Education Policy

Venue-SCERT Auditorium

Date-16.07.15

Registration	9.00 am-10.00 am
Arrival of the Chief Guest	10.00 am-10.05 am
Welcome Remarks by Director SCERT	10.05 am-10.10 am
Lighting of the Lamp	10.10 am-10.15 am
Address by Director Education	10.15 am-10.20 am
Address by Secretary Education	10.20 am-10.25 am
Address by Hon'ble Chief Minister/MoE	10.25 am-10.30 am
Brief presentation on themes	10.30 am-11.00 am
Tea Break	11.00 am-11.15 am
Observations of Principals of DIETs, CTE, Schools and DEOs	11.15 am-11.45 am
Open discussion and Group formation	11.45 am-12.30 am
Group work(Theme-wise)	12.30 am-1.00 pm
Lunch Break	1.00 pm -2.00 pm
Group work(Theme-wise) (Contd.)	2.00 pm -3.00 pm
Group Presentations	3.00 pm -3.30 pm
Tea Break	3.30 pm -3.45 pm
Group Presentations (Contd.)	3.45 pm - 4.45 pm
Major Recommendations	4.45 pm -5.30 pm
Vote of thanks by Joint Director SCERT	

LIST OF PARTICIPANTS

	Representative from the following groups	No. of Participants
A	(i) SMC/SMDC/Community/Public representative/ Parents(from the respective areas)	<ul style="list-style-type: none"> • One SMC member from the following schools: i. GBSSS,Najafgarh(1822057) ii. SBVV,Laxmi Nagar(1003001) iii. SKV,Adarsh Nagar (1309031) iv. SV,Sector 8 Rohini(1413027) v. Kalkaji No. 1 SKV (Veer Savarkar)(1925029)
	(ii) School Principals/Head Masters (including Govt. Aided/private schools)	<ul style="list-style-type: none"> • HOS from the following schools: i. GBSSS,Najafgarh(1822057) ii. SBVV,Laxmi Nagar(1003001) iii. SKV,Adarsh Nagar (1309031) iv. SV,Sector 8 Rohini(1413027) v. Kalkaji No. 1 SKV (Veer Savarkar)(1925029) • Two HoS of following Govt. Aided schools:- (i) Andhra Education Society, SSS(Central District) (ii) DAV Daryaganj • Two HoS of following private schools:- (i) Laxman Public School, Hauz Khas (ii) Appejay Public School ,Pitampura
	(iii) Teachers including (State/ National level awardees)	<ul style="list-style-type: none"> (i)Anita Mishra – RPVV Thyagraj Nagar (State Awardee) (ii) Laxmi Ram Singh- SKV Shakti Nagar(National Awardee)
	(iv) Students (Secondary and Higher Secondary Level)	<ul style="list-style-type: none"> • One student of class XIth from the following 5 schools:- • GBSSS,Najafgarh(1822057) • SBVV,Laxmi Nagar(1003001) • SKV,Adarsh Nagar (1309031) • SV,Sector 8 Rohini(1413027) • Kalkaji No. 1 SKV (Veer Savarkar)(1925029)
B	Cluster Resource Center & Block Resource Center	<ul style="list-style-type: none"> i. Asha Chopra – BURCC- East ii. Dr. Anju Pal- BURCC- North East iii. Sonia Devgun-BURCC-North iv. Jyoti Kalra-BURCC-New Delhi/Central v. Anju-BURCC- North West-B vi. J.C.Bhardwaj-CRCC-North vii. Sunil Kumar-CRCC-New Delhi/Central viii. Biju P. Raj –CRCC-West ix. Narender Kaushik- CRCC-South West x. Brij Bhushan Arya-CRCC-South West
C	(i) DIETs	<p>All DIET Principals and the following Faculty Members</p> <ul style="list-style-type: none"> i. DIET RN - Dr. Sangeeta Choudhary ii. DIETMB- Dr. Seema Srivastav & Dr. Anamika Singh iii. DIET RKP - Dr. Sharda Kumari iv. DIET GH - Dr. Meena Sherawat v. DIET KKD - Dr. Rajeshree Pradhan vi. DIET DiL Gd.- Dr. Satnam Singh vii. DIET DG- Dr. Kanwaljeet Kaur viii. DIET KP- Dr. Bandita ix. DIET PP- Dr. Namrata Dhiman
	(ii) DDEs	<ul style="list-style-type: none"> i. 12 DDEs- one from each Districts (DoE) ii. 5 DDEs from MCD iii. 1 DDEs from NDMC
D	(i) IASE/ CTE (In the respective area)	<ul style="list-style-type: none"> i. Head IASE JMI-with request to depute 3 persons ii. Head IASE CIE-with request to depute 2 persons
	(ii) University and Colleges (in	(i) Prof. S.M.I.A Zaidi, Prof. & Head, Nuepa

	the respective area)	(ii)Prof. Anita Rastogi, Deptt. Of Educational Studies, JMI (iii)Prof. Arshad Ikram Khan, Deptt. Of Educational Studies, JMI (iv)Prof. Girish Bala Chaudhary, Deptt of Education, Lady Irwin College (v)Ms. Renu Malaviya, Associate Professor, Lady Irwin College
E	(i) SSA Functionaries & RMSA Functionaries	i. Anil Kumar- DDE-RMSA ii. Jung Bahdur-Consultant- SSA/RMSA iii. Abha Joshi- Consultant- RTE—SSA iv. Jagjeet Kaur-Coordintor –SSA v. Kopal Chopra –BURCC-South West vi. Poonam Sharma–BURCC-South West vii. Pradeep Kumar- BURCC-South West viii. Virendra Kumar Sharma-CRCC-North ix. Sandhya Pasricha-CRCC-South x. Yashpal Sharma—CRCC-North East
	(ii) Directorate of Education (Elementary & Secondary)	I. DDE (Exam),Examination Cell II. DDE (Schools),School Branch
F	(i) People of eminent excellence/ NGO	<u>People of eminent excellence</u> i. Prof. R.Govinda , NUEPA ii. Prof. Vinita Kaul , Ambedkar University iii. Prof. R.S.Khan, (Rtd.) iv. Prof. K.K.Vashisht (Rtd.) v. Prof. G.L.Arora (Rtd.) <u>NGOs</u> i. Head, Save the children-request to depute one person ii. Head, Creatnet Education- request to depute two person
G	(i) Teacher Associations	i. Shri. C.P.Singh-GSTA ii. Shri. S.N.Dixit- Society for Teacher’s cause iii. Shri Jay Bhagawan Goyal- Delhi Adhyapak Parishad iv. Shri. Virender Yadav-DASTAN
H	(i) SCERT/SIEs	i. Dr. Nahar Siingh (Reader , EE & NFE) ii. Dr. Sunil Kumar (COE, SCERT) iii. Dr. Naresh Kapoor, Sr. Lecturer, SCERT iv. Dr. Bindu Saxena, Lecturer, SCERT v. Ms. Sheelu Mary Alex, Lecturer, SCERT vi. Ms. Poonam Virmani, OSD to Director vii. Mr. Dhiraj Kumar Roy, Lecturer, SCERT
I	(i) Representation from other Department	1. Director, NDMC 2. Director, MCD: East, North & South
	Total	113

Submitted for uploading on the website of DOE, please.

School Education

1. Ensuring Learning Outcomes in Elementary Education

Question for the Reflection in the Field

The period of elementary school (from Class I to Class VIII) is recognised as the period of compulsory schooling vide the constitutional amendment making education a fundamental right.

1. The aim of elementary education is to introduce child to reading, writing and arithmetic, culminating in the introduction of the formal disciplines such as the sciences and the social sciences towards the end of elementary school. This period of eight years is a long duration for cognitive development, shaping reason, intellect and social skills, as well as the skills and attitudes necessary for entering the work place. In your opinion how far we have been able to achieve this goal?
2. How far do we find our present elementary education fulfilling our goal for preparing our children for secondary education?
3. The physical (space, buildings, furniture, toilets etc.) and psychological dimensions (values of equality, social justice and respect for diversity, as well as of the dignity and rights of children) of the environment are important and are interrelated. These environments significantly influence children's learning. In your opinion what more is required to further improve quality of learning in our schools?
4. According to RTE, no child admitted in a school should be held back in any class. How has this policy affected education of children?
5. What teaching methods do you think may be adopted by the teachers so that children can learn better?
6. Mid-day meal scheme has helped in improving enrolment, retention of children in schools and health status. What steps can further be taken to improve this scheme?
7. Community participation is very important in improving the quality of learning in schools. According to RTE Act, all schools should constitute a School Management committee involving local authorities, parents or guardians. Constituted SMCs are expected to monitor the working of school, prepare and recommend school development plan, monitor the utilization of funds etc. How can we strengthen community involvement in schools for improving learning of children?

8. *Early childhood age is the most impressionable age in one's life. Rate of development at this stage is very rapid. The more experiences we provide the child at this stage, the richer is the dividend. At no other stage is the child able to benefit so much from an enriching environment as she/he can at the early childhood stage.*

Early Childhood Care and Education (pre-primary education) has proven to be a worthy investment in the attainment of the primary education goals. It provides a school readiness programme to the child i.e. it prepares the child with the necessary concepts, language and motor skills that are important for the later learning of reading, writing and mathematics in the primary grades. A child who joins ECCE programme gets prepared in advance for formal schooling, adjusts much better in the primary school and fares well in primary classes because of early preparation.

The ECCE programmes present a picture of plurality, with government, non-government (voluntary sector) and private agencies providing a variety of services. However, the coverage of these programmes is extremely narrow, and the quality of services provided is variable.

(may be used for reference).

How can we provide quality pre-primary education to all children?

2. Extending Outreach of Secondary and Senior Secondary Education

Questions for Reflection

1. We have compulsory education upto secondary stage. Now there is increasing demand for secondary and senior secondary education. Should it be make compulsory up to secondary or senior secondary level? Why?
2. What methods we can use to provide access to all children of the age group 15-18 to secondary and senior secondary? (Face-to-face, Open Distance Learning, ICT modes).
3. Give suggestions to further improve the present secondary and senior secondary education system in terms of (i) access, (ii) equity, (iii) infrastructure and (iv) teaching - learning process.
4. Till now we have been providing our children general education up to class X, Can we think of having specialization or providing choice of subjects to students from secondary stage onwards?
5. Rashtriya Madhyamik Shiksha Abhiyan(RMSA) has been launched to achieve goals of universalisation of secondary education. Still about 2 crore children within the age group of 14-16 are out of school. What steps are needed for having 100% enrolment and retention of children upto Class X /XII?
6. Provide suggestions about strengthening adolescent education, health and physical education and guidance and counselling at the secondary stage?
7. Do we think there is a need for uniform syllabus in school education across the states? If yes, why and for which stage?
8. Presently, do we find linkage between school education and higher education? If not, what would we suggest to establish and also to strengthen these linkages?
9. How appropriate will be semester system at the secondary stage, where in the content is split into parts at secondary stage?
10. School Development and Management Committee (SDMC) is set up in secondary schools under RMSA. How good these have been performing? How can the functioning of SDMCs be strengthened?
11. What are the reasons for declining demand for social science subjects at the higher secondary stage? What are the reasons that many schools do not offer humanities at this stage?
12. How does no-detention policy and CCE at elementary stage affect quality of learning of students at the secondary stage?

3. Strengthening of Vocational Education

Reflective Questions for Strengthening Vocational Education

1. From what stage Vocational Education needs to be provided /introduced?
2. There are various models of Vocational Education in our country like vocational subjects offered at the senior secondary state, Polytechnic, IIT, etc. Which model do we think is more useful and appropriate? What are our suggestions about offering vocational education in secondary and senior secondary schools?
3. Generic skills such as problem-solving, critical thinking, decision making need to be developed from pre-school stage, how can we integrate these in subjects other than a vocational subject?
4. How can we make the system flexible to introduce modular vocational courses with multi-entry and multi-exit options?
5. What provisions should we make for credit accumulation and transfer for vocational courses beginning from school stage?
6. How competencies in various vocations should be assessed (some assessment strategies are teacher based, industry based, joint; locally, state level, central level, international benchmarking etc.)? How to do certification in this regard?
7. Who should be the providers for vocational education e.g. schools, industry, accredited centres or any other? What will be the stake of the industry?
8. Should the policy aim at vocational education/skill development for all, if yes what could be the strategies for those in academics; inclusion or distinct (what strategies for groups with special needs), VE for girls, ST/SC/Minority?
9. We have shortage of vocational teachers for diverse vocational courses? How country can take up preparation of vocational education teachers? Can vocational education teacher training programme be a part of our teacher education courses at all levels, if yes, how?
10. The National Skill Qualification Framework is already being implemented alongwith of Vocation Education scheme for higher secondary stage. What are our suggestions for the effective implementation of these two?
11. Do the country need National System of Data on Vocational Education. If yes, what are your suggestions for setting up of this data mechanism?

4. Reforming School Examination Systems

1. RTE Act 2009 recommends CCE upto elementary stage. How far CCE has been implemented in the state/UT? What steps can we suggest for strengthening its implementation?
2. In what way feedback from CCE helps teachers in improving teaching-learning process?
3. To what extent, pre-service and in-service teacher education programmes should provide space for understanding CCE?
4. Other than CCE what practices will you suggest for holistic learning assessment in school education?
5. There are a number of examination reforms implemented over a period of time (e.g., change in typology of questions, flexibility in duration of exams, open book exam, etc.) What new examination reforms will you suggestion for improving the education system?
6. As per RTE, there is no external /public examination up t class VIII. Do you think, this need to be extended up to class X? If yes/no, why?
7. Presently, different agencies are working at primary, upper primary and secondary stage for curriculum development and examinations. How can we bring synergy among them for strengthening the education system?

5. Revamping Teacher Education for Quality Teachers

1. Policy documents and researches say that we need to prepare teachers in accordance with the needs and demands of school education. How far we are able to address this issue. Give your suggestions for achieving this goal.
2. What qualities a teacher should possess?
3. What are the hurdles in preparing good teachers?
4. Generally young people prefer other professions to teaching in our country. Give your suggestions to attract talented people in teaching profession?
5. Do you think that majority of in-service training programmes (including induction programmes) are based on actual needs of teachers or yes give some examples. If not how to strengthen these programmes.
6. Majority of the in-service training programmes are conducted in face-to-face mode using cascade model (Key Resource Persons – Master Trainers, Master Trainers – Teachers). What other modalities be adopted for professional development of all teachers on a continuous basis.
7. How the problem of teacher absenteeism be addressed?
8. As we are aware that there is a mechanism in place to insure the proper functioning of teacher education institutions. Still the quality of teacher preparation is not upto the mark. How to improve the quality of Teacher Education institutions particularly the private institutions?
9. What measures we can take to motivate teachers to become more accountable?
10. We observe that teacher education institutions work in isolation with schools, teacher education institutions and other concerned agencies. How can we ensure linkages among these institutions for quality teacher education?
11. Quality of teachers to a greater extent depends on quality of teacher educators. Give your suggestions to strengthen the quality of teacher educators.

7. Promotion of Information and Communication Technology systems in school and adult education

Promotion of Information and Communication Technology systems (ICTs) in School

Questions for reflection in the field:

Generic Question:

1. Do we have relevant policy and implementation mechanism to create infrastructure, enhance access, retention, quality and equity of school education through use of ICTs?

Specific Questions:

1. What is the aim of ICTs policy and integration of ICTs in school curriculum?
2. Does the aim of ICTs in education take into account socio-economic and geo-political factors of access to education by means of ICTs?
3. Does the overall ICT plan take into account the level of ICT infrastructure, creation and maintenance of MIS, approaches to curriculum development, diversity of educational settings, the ICT competencies of teachers, learners and educational functionaries?
4. Are there any ICT curriculum/standards for students and teachers?
5. Are there any evidence of creation and use of Open Educational Resources (OER), Open Courseware (OCW), Learning Management System (LMS), Learning and Content Management System (LCMS), and Web tools in the school education system?
6. How do the teachers and learners use ICTs for: a) supporting the teaching learning, b) preparing lessons/learning plan and developing self competencies?
7. Are the available infrastructure (lab, devices, power backups, internet etc.) of desirable quality/speed and integrated to the academic calendar of activities?
8. In what way the integration of ICTs addressed the needs of diverse group of learners/users?

8. New Knowledge, pedagogies and approaches for teaching of Social Science, Science, Maths and Technology in School Education to improve learning outcomes of Students

Science and Maths

QUESTIONS FOR REFLECTION IN THE FIELD

1. Whether current approach of integration of Science upto Class X be retained?

A similar statement may be given for Social Science

2. From which class, learners be given the freedom to choose Subjects/Streams of their interest?
3. Which Class/Stage is most appropriate to introduce formal Laboratory work in Science and Mathematics?
4. To what extent ICT or other technologies be used to aid the teaching learning process.
5. How community can be involved to integrate new and indigenous knowledge to enrich teaching learning in schools?
6. What approach of teaching learning method will help in child centred learning? How does raising questions and putting arguments will help in enriching teaching learning of Science, Mathematics and Social Sciences?
7. Are you satisfied with the present system of assessment/evaluation in Science, Mathematics and Social Science? If not, what should be done for improvement?

Social Science

10. Enabling Inclusive Education-education of Girls, SCs, STs, Minorities and children with Special Needs.

1. What additional facilities should be provided to schools to address the diversity in the classroom and the special needs of some children?
2. How would you ensure the safety concerns in terms of bullying, child abuse, violence and sexual abuse, substance abuse and discrimination in any form for all children in particular girls & CWD and children belonging to SC, ST and minorities?
3. What suggestions would you give for improving classroom teaching of diverse groups of children including girls, children with special needs and children belonging to SC/ST and minorities?
4. What are your suggestions for adapting the curriculum to address the needs of all children including CWSN, girls, children belonging to SC, ST and minorities?
5. What practices have been adopted for improving enrolment, retention of CWSN, girls and children belonging to SC, ST and minorities.
6. What are the challenges faced in school by female teachers, teachers with disability and teachers belonging to SC, ST and minorities. Suggest ways to address their challenges.
7. How can teachers and other functionaries be encouraged to have positive attitude towards children belonging to SC/ST, Minorities, CWD and girls.
8. What steps are required to build effective linkages with different Ministries/ Departments (viz Health, Welfare, Skill Development and Labour, MHRD MSJE, MMA and MTA etc.) for better implementation of schemes related to education.
9. How are the services provided by different Departments collated to meet the needs of diverse learners?
10. What role does the society (family, community and school) play to bring about attitudinal change towards education of children with special needs, girls and children belonging to SC/ST and Minorities?
11. What are your suggestions for strengthening the training of teachers for practicing inclusive education?

Themes of New Education Policy

Annexure-II

12. Are facilities like internet, resource room, libraries etc. available in the schools?
13. What are your suggestions for incorporating the issues and concerns of all children including CWSN, girls, children belonging to SC, ST and minorities in the teaching learning resources?
14. Has an attempt being made to identify geographical areas of tribal and caste groups habitations, which have continued to suffer marked neglect and exclusion?
15. Give your opinion about integrating the plus curriculum with core subject areas? (Plus curriculum refer to curricular activities in the area of daily living skills, communication skills, Braille reading and writing, motor and movement related activities etc.)
16. Give your opinion about home based education for children who require high support?

11.Promotion of Language

Questionnaire for Discussion in diverse group:

1. Our constitution states that primary education must be imparted to all children in their mother tongue. However, we are still unable to impart education to children in their respective mother tongues. Why? What steps should be taken to ensure that education is provided to all children in their mother tongue?
2. India is a multilingual and multicultural country. According to the Census of 70s there are 1652 languages in India including minor, minority and tribal languages. However, because these languages are not being given space in school education, many of these languages are dying. Along with them, our rich culture and knowledge traditions are also deteriorating. How to ensure that these languages are protected through multilingual teaching-learning in schools?
3. The three language formula is an attempt to address the challenges and opportunities of the linguistic situation in India. However, even now this has not been implemented in the real spirit. What steps can be taken to implement this completely?
4. Classical languages such as Latin, Arabic, Persian, Tamil and Sanskrit are rich in their inflectional grammatical structure and aesthetic value and can illuminate our lives as many languages keep borrowing words from them. What steps can be taken through language education to develop classical languages? Give suggestions.
5. Language education is not confined to the language classroom. A science, social science or mathematics class is ipso facto a language class. What steps can be taken through Language teaching that language helps us in learning other subjects? Give suggestions.
6. What changes can be brought about in Language education so that more employment opportunities arise in this area?
7. One classroom has children with various mother tongues. What steps should be taken in teachers' professional development programmes for imparting quality language education? Give suggestions.
8. NCF2005 says that study of foreign languages may be introduced at later stages. Give your suggestions.
9. English in India is a global language in a multilingual country. From which stage should we start teaching English to children? Please give your opinion and suggestion.

12. Comprehensive Education- Ethics, Physical Education, Arts & Crafts, Life Skills

Ethics

Questions:

1. How does ethical development of pupils in respect of social moral values development to ensured ?
2. Are there any programmes/schemes on peace/value education in your state? If, yes, how does peace/value education being carried out?
3. Please describe, how does the state ensures active involvement/ participation of parents/communities/media/ etc. in value development among the students?
4. What efforts have been made to ensure value oriented school ethos/environment?
5. What are the suggestive plans for nurturing these values among students?
6. What are the resource materials developed/used at state level for peace/value education?

PHYSICAL EDUCATION

Questions for reflection

1. At present, the nomenclature –‘Health and Physical Education’ includes health, physical education, sports and yoga components in an integrated manner in school education. Should this nomenclature continue? If no, why? Please suggest suitable nomenclature?
2. Majority of states report that Health and Physical Education has been implemented as a compulsory subject from classes I to X. However, researches show that in practice, this is not happening. Give your suggestions for its effective implementation.
3. Concerns related to cross-curricular integration of Health Physical Education and Yoga have been suggested in NCF-2005. What steps can take for the teacher training programmes and curricular material development to translate this into schools?
4. How can we ensure learning and development of health and physical aspects, life skills, arts and aesthetics and ethics in children through school education? (Pedagogy and assessment).

5. Often we come across instances of discrimination of children with regard to gender and CWSN while providing education in the area of health and physical education, ethics, arts and life skills. Give your suggestions for providing comprehensive education including these aspects to all without any discrimination.
6. How best Health and Physical Education can address the Critical concerns related to Adolescent Reproductive and Sexual Health (ARSH) in the context of the fast changing environment?

Arts and Crafts

Q. 1. Why Arts Education is needed in schools?

(In education, Arts (Music, Dance, Theatre, Drawing, Painting, Pottery, sculpture, photography, design, heritage crafts etc.) are as necessary as other subjects for cognitive, effective and the psycho-motor development of every child. Experiencing arts which paves the path for explorations and creativity during the school years gives them ample avenues to make them contributing citizens. Art enables students to appreciate multiple perspectives which fosters qualities such as respect, empathy, open-mindedness, compassion along with developing self-esteem and confidence. An exposure of different forms of art and art history develops an appreciation of India's heritage and cultural diversity, and the world among them.)

Q. 2. India is known to have huge resource in arts and crafts. What role you think it can play in education of arts in schools?

(Society comprises of people, community, organisations etc. The people in a society from different genres maybe group of singers, potters, actors, crafts-person etc. They are established locally and are approachable. It is seen that the education system does not take cognisance of such talent. Usually such people are parents of school students. Participation of these talented people with the educated will add richness to school education. The different cultural organizations (Govt. and non-governmental) working directly under the Ministry of Culture (like Archaeological Survey OF India, Indira Gandhi National Centre for Arts, SangeetNatakAkademi, Zonal Cultural Centres, the National Museum, Sahitya Kala Parishad , National Bal Bhavan , Prasar Bharti, GandharvaMahavidyalaya, Darpan, SPIC MACAY, Umang, Nandikar etc.) are active in the non-formal sector, and are also conducting some programmes for school teachers and students. Collaborative ventures of the organisations with schools ensuring mass participation can be of immense value.)

Q. 3. 'Literature, music and the arts, all are necessary for the development and flowering of the student to form an integrated total personality'. Is this quote of Rabindranath Tagore still relevant for school education?

Q. 4. Nurturing the artistic and creative talent of children is an art in itself? Do you think that teacher education program in different art forms will help in developing such teachers?

(Training of arts' teachers is necessary because higher education is based on skill development. After completing the required degree when individuals become teachers they are at a loss to understand the needs of a child at different stages of education. Therefore the need of D.El.Ed, B.Ed ,M.Ed courses in specific areas of arts.)

Q. 5. Most of us understand that arts help in learning and development of every child? Yet we hesitate to allow our children in pursuing arts as a career?

LIFE SKILLS

Questions/Concerns Reflection in the field

1. What do you mean by life skills? How these are important for children in every sphere of their life?
2. Which are some of the important life skills in your opinion to be developed among children to respond to real-life situations effectively?
3. How to develop an understanding of life skills as a generic concept and its contextual application?
4. How to develop life skills in children through school education integrating these in all the curricular areas?
5. What contribution can parents and community leader make for promoting life skill development among children in schools?
6. As we all know that life skill education is necessary for every child as an integral component of one's personality. Teacher plays an important role towards life skill development in children. But teachers also need training in this regard. How to strengthened teacher education programmes for developing capacities in teachers to provide life skill education to their students?

13. Focus on Child Health

Questions for reflection in the field

1. Why child Health's considered important in Education?
2. **How every child health issues to be addressed and sensitized every mother through the lenses of school education?**
3. What steps the education/school should take to ensure children's holistic health.
4. How teachers to be empowered with knowledge understanding and skill in Child Health **issues**?
5. Whether Councilor should be provided in each school?
6. Would teachers be also trained as teacher counselor?
7. Do you think, the focus of health should be not only, on physical but also on mental, emotional and social health?
8. How the education system can involve community and family in achieving holistic health of the child?
9. Should traditional knowledge and practices be promoted for holistic health? Whether the content of traditional knowledge of health be integrated in the school curriculum?
10. To what extent, the present practices address child health issues?
11. What the school should do to assess the holistic health of the child both at the curricular level and in practices?
12. How to maintain the synergy between health and education sectors for achieving the health holistically?