

RAJYA SABHA

COMMITTEE ON PETITIONS

HUNDRED AND THIRTY-FIFTH REPORT

ON

**PETITION PRAYING FOR NATIONAL DEBATE AND
EVOLVING CONSENSUS ON THE IMPLEMENTATION OF THE POLICY
FOR INTRODUCTION OF SEX EDUCATION IN THE SCHOOLS AND
HOLDING BACK ITS INTRODUCTION UNTIL THEN**

(Presented to Hon'ble Chairman, Rajya Sabha on 2nd April, 2009)

(Presented to Rajya Sabha on 9 June, 2009)

**RAJYA SABHA SECRETARIAT
NEW DELHI**

June, 2009

“Education which does not mould character is absolutely worthless.”

Mahatma Gandhi

“.....The sex education that I stand for Must have for its object the conquest and sublimation of the sex passion. Such education should automatically serve to bring home to children the essential distinction between man and brute, to make them realize that it is man’s special privilege and pride to be gifted with the faculties of head and heart both; that he is a thinking no Less than a feeling animal.....”

Mahatma Gandhi

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3. Shri V. Narayanasamy
4. Prof. Alka Balram Kshatriya
5. Shrimati Maya Singh
6. Shri Virendra Bhatia
7. Shri Moinul Hassan
8. Shri Thanga Tamil Selvan
9. Shri Subash Prasad Yadav
10. Shri Dinesh Trivedi

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4. Prof. Alka Balram Kshatriya
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2. Shri J. Sundriyal, *Joint Director*
3. Shri Rakesh Naithani, *Deputy Director*
4. Shri Ashok Kumar Sahoo, *Assistant Director*
5. Shri Goutam Kumar, *Committee Officer*

PREFACE

I, the Chairman of the Committee on Petitions, having been authorised by the Committee to submit the Report on its behalf, do hereby present this Hundred and Thirty-fifth Report of the Committee on the petition jointly signed by Ms. Asha Sharma, a resident of Karol Bagh (New Delhi) and Ms. Pratiba Naitthani, a resident of Borivali (Mumbai) praying for national debate and evolving consensus on the implementation of the policy for introduction of sex education in the CBSE affiliated Schools and holding back its introduction until then (Appendix-I).

2.0 The petition was admitted by Hon'ble Chairman, Rajya Sabha on 9th August, 2007 under the provisions of Chapter X of Rules of Procedure and Conduct of Business in Council of States. In accordance with Rule 145 of the said Rules the petition was presented to the Council on 16th August, 2007 by Miss Anusuiya Uikey, M.P. after which it stood referred to the Committee on Petitions for examination and report in terms of Rule 150 *ibid*.

2.1 The issues raised in the petition have wider ramifications on socio-cultural milieu of our society which was examined by the Committee in nine sittings spread over a period of one year and five months. In its sitting held on 24th September, 2007 the co-petitioners, Smt. Asha Sharma and Ms. Pratiba Naitthani and other experts/ activists namely, Shri Joginder Singh, Former Director, CBI, Shri J.S. Rajput, Former Director, NCERT, Shri O.P. Gupta, Ex-Ambassador and Shri Dinanath Batra, National Coordinator, Shiksha Bachao Andolan, appeared before the Committee. These witnesses, again appeared before the Committee in its next meeting held on 11th October, 2007 alongwith Jainacharya Shrimad Vijay Ratnasundersureswarji, Shri Vidyasagar Verma, Former Ambassador, Prof. Ravindranath Paul, Ex-Vice Chancellor (Retd.) Jawaharlal Nehru University, Shri Anil Arya, National President, Arya Yuva Mahasammelan, Shri B.P. Khandelwal, Ex-Chairman, CBSE and Shri Bhupendra Yadav, Advocate, Supreme Court. The Committee heard the Secretary, Ministry of Human Resource Development (Department of School Education and Literacy) on 27th December, 2007 and 23rd January, 2008. The Committee heard the Chief Secretary and Education Secretary of the Government of NCT on the petition on 21st February, 2008. Meanwhile, the Committee visited Mumbai, Chennai and Hyderabad from 22 to 26 October, 2007 and Kolkata, Bengaluru and Thiruvananthapuram from 3 to 8 February, 2008 and interacted with Parents/Teachers Associations/Educationists/NGOs/ representatives of religious groups and Chief Secretaries and Education Secretaries of the respective State Governments on the petition. It considered the draft Report in its sittings held on 17th March, 2009 and adopted the same.

3. The Committee while formulating its observations/recommendations, has relied on the written comments of the concerned Ministry, experts, activists, oral evidence of witnesses ---- official and nonofficial, submissions of Membe-s, interactions with others.

4. For facility of reference and convenience, observations and recommendations of the Committee have been printed in bold letters in the body of the Report.

NEW DELHI ;
March 17, 2009
Phalguna 26, 1930 (Saka)

M. VENKAIAH NAIDU
Chairman,
Committee on Petitions.

Chapter-I

INTRODUCTION

A petition dated 17th May, 2007 addressed to the Council of States (Rajya Sabha), jointly signed by Smt. Asha Sharma r/o Karol Bagh, New Delhi and Ms. Pratiba Naitthani r/o Borivali, Mumbai and countersigned by Miss Anusuiya Uikey, Member, Rajya Sabha, praying for putting on hold the proposal to introduce sex education in CBSE affiliated Schools, was received in the Secretariat. As per established procedure, the petition was referred to the concerned Ministry i.e. Ministry of Human Resource Development for their comments. The comments received from the Ministry were scrutinized by the Secretariat in the light of the issues raised by the petitioners and placed before Hon'ble Chairman, Rajya Sabha to enable him to decide the admissibility of the petition. Hon'ble Chairman admitted the petition on 9th August, 2007. The petition was presented to the Rajya Sabha on 16th August, 2007 after which it stood referred to the Committee for examination and report.

1.1 Issues raised by the petitioners: The petitioners had in their petition contended that the decision of the Union Ministry of Human Resource Development to impart sex education to the students of Class-VI onwards in CBSE affiliated schools, had shocked the conscience of all the culture loving people of the country. The primary consideration behind the decision was stated to be 'AIDS driven' as such education was believed to help prevent sexually transmitted diseases including AIDS. The curriculum and the training programme for teachers had been got prepared from the UNICEF supplied material in co-ordination with National AIDS Control Organisation (NACO). The outlook of UNICEF contents of teaching material for teachers, was mainly west oriented. The material that was prepared for sex education in the schools in our country, as reported in the media, was quite frightening which, if implemented, would promote promiscuity of the worst kind.

1.2 The petitioners had further submitted that the proposed move of the Government to include sex education in the school curriculum would strike at the root of the cultural fabric of our society that had been nourished over the millennia. Every country has a social milieu and culture of its own and the programmes which are western oriented cannot be, implanted in our system *in toto*. Hence, it was essential to arrive at a consensus among the teachers, parents, sociologists and psychologist before introducing such subject in the CBSE curriculum, so as to prevent serious repercussion on the cultural mosaic of our society and for that there should be a national debate on the issue by involving different segments of society. Thereafter, a policy on sex education should be framed and implemented with the approval of Parliament. The gravamen of the petition can be stated in the following points:

- (a) that sex education will corrupt Indian youth and lead to collapse of education system;
- (b) that sex education will transform student-teacher relation into that of a man and woman;
- (c) that it is an education to sell condoms; and
- (d) that it will lead to creation of immoral society and also lead to a growth in single parent families.

Chapter-II

COMMENTS OF MINISTRY OF HRD ON THE PETITION

2.0 The Ministry of HRD whose comments were sought on 22 May, 2007, responded *vide* their communication dated 6th August, 2007. It submitted that the Adolescence Education Programme (AEP) has been designed as a life education programme with a component on skill HIV preventive intervention by targeting adolescents with information on HIV as well as life skills, as the most effective way to stem the spread of the infection. AEP was launched in the year, 2005 and being implemented in all the Schools in States/UTs in collaboration with the National Aids Control Organization (NACO). The Ministry further submitted that its school based component was primarily meant for students of secondary and higher secondary classes to provide (i) age-appropriate, accurate and scientific knowledge to the students about the process of growing up during adolescence; (ii) to prevent HIV / AIDS and drug abuse; and (iii) to develop in them a positive attitude and life skills. According to the Ministry the basic objective of the programme was to enable the children to face challenges of life, completely safeguard themselves from risky situations and practice responsible behaviour for a healthy life. The Ministry added that---

- (i) the Programme was aimed to impart adolescence education and not sex education;
- (ii) the programme was addressed primarily for the students of secondary and higher secondary stages (classes IX and XI) and not meant for the students of primary classes, as pointed out in the petition;
- (iii) the tool kit was meant for teachers and not for the students, as text material;
- (iv) the programme was developed by the Ministry in collaboration with the National AIDS Control Organisation (NACO), and
- (v) the programme had been finalized through wide ranging consultations with experts, subject specialists and teachers.

2.1 The Ministry had argued that it was essential to impart scientifically correct information to the children through school based interventions which provide safe learning space for young people for focusing on specific behaviour, use active and personalized teacher training methods, provide guidance on how to respond to social pressure and offer opportunities to practice communication and negotiation skills. The programme provides opportunities to learn and practice life skills such as decision making and communication which in turn can help enhance other important areas of adolescent development. The Ministry supplemented that there had been no complaints from either the teachers or parents on the life skill education being provided to the students.

2.2 The Ministry highlighted the following activities covered under the AEP:

- (i) Various kinds of educational activities were organized and training of teachers was of utmost priority, so that they could organize the education activities effectively. Under the programme two teachers were trained from each secondary/higher secondary school to impart sixteen hours of life skill based education in a year to the students of classes IX and XI;

- (ii) The materials that had been developed under the Programme, was finalized through consultation with not only the States, national and international institutions, but also with the experts, subject specialists and teachers across the country. These materials had been properly pre-tested.
- (iii) It had been prepared on the basis of needs of adolescent students and these needs were reflected in the National Curriculum Framework 2005 developed by NCERT and approved by the Central Advisory Board on Education (CABE).
- (iv) The States had been requested to adopt or modify the material accordingly to the local requirements based on the sociocultural ethos.

2.3.0 The National AEP Toolkit: Alongwith their comments, the Ministry also furnished the primary source of the Toolkit training materials namely the “Learning for Life Module” developed by NACO, UNESCO and UNICEF. The Ministry informed that the toolkit was developed by NACO and UNICEF in collaboration with State Departments of Education and State AIDS Control Societies (SACS). The toolkit consisted of the following documents:-

- (i) Life Skills Modules;
- (ii) Facilitators’ Handbook for Training Peer Educators;
- (iii) Facilitators’ Handbook for Refresher Teachers Training;
- (iv) Facilitators Handbook for Training of Trainers;
- (v) Teachers’ Workbook; and
- (vi) Flip Chart.

2.3.1 According to the Ministry, the States were also advised that the Toolkit was not a formal publication of DOE (MHRD), NACO or UNICEF and as such may be freely reviewed, quoted, reproduced or translated, in part or full to suit the local context, provided the source is acknowledged. The Ministry also informed that NACO had decided to review the AEP Toolkit at the Central level through a Committee constituted with representation from educationists, doctors, child psychologists, interfaith coalition members and communication experts, in a time bound manner. Summing up. their comments, the Ministry of HRD had pleaded that the petition may not be admitted.

2.3.2 Upon a close perusal of the comments of the Ministry of HRD, Department of School Education and Literacy, two dimensions of the matter were discernible. On the one hand, the Department had gone at length to offer their comments and responded to the main issues raised in the petition while on the other they had extensively used technical jargon and euphemisms in such a manner that the serious. apprehensions raised in the petition had been sought to be underplayed. It was felt that the civil society debate the issue and all the stakeholders participate therein so that a consensual approach could be formulated, acceptable to all sections of the society. The petition was therefore, admitted under Rule 138(iii) of the Rules of Procedure.

ORAL EVIDENCE OF PETITIONERS AND OTHERS

2.4.0 As per the well established procedure, the Committee decided to first hear the petitioners to elicit their viewpoints on the petition. On 24th September, 2007 the copetitioners, Smt. Asha Sharma and Ms. Pratiba Naitthani and other experts/activists namely, Shri Joginder Singh, Former Director CBI, Shri J.S. Rajput, Former Director, NCERT, Shri O.P. Gupta, Ex-Ambassador and Shri Dinanath Batra, National Coordinator, Shiksha Bachao Andolan, appeared before the Committee. These witnesses again appeared before the Committee in its next meeting held on 11th October, 2007 alongwith Jainacharya Shrimad Vijay Ratnasundarsureswarji, Shri Vidyasagar Verma, Former Ambassador, Prof. Ravindranath Paul, Ex-Vice Chancellor (Retd.), Jawaharlal Nehru University, Shri Anil Arya, National President, Arya Yuva Mahasammelan, Shri B.P. Khandelwal, Ex-Chairman, CBSE and Shri Bhupendra Yadav, Advocate, Supreme Court.

2.4.1 The petitioners in their first appearance wanted to make a power point presentation. But the Committee told them not to proceed with it after going through the hard copy because of its explicit contents. The Committee felt that it was not comfortable with it and could be embarrassing especially to the lady Members and other lady staff present.

2.4.2 Smt. Pratiba Naitthani, co-petitioner, a teacher by profession, submitted before the Committee that the material of AEP particularly the "Flip Chart", Reference Book for Teachers namely "Teachers' Work Book" and "Facilitators, Hand Book for Training of Trainers" carried explicit details about alternative methods of sex (anal and oral sex), method of safe sex, etc. The contents of these materials, would, according to the petitioner, ignite the curiosity of students about their experimentation, resulting in promiscuity and teenage pregnancies. The petitioner contended that use of condom, claimed to be a method of safe sex for protection from Sexuality Transmitted Diseases (STD) and unwanted pregnancies, was not actually cent per cent safe. Instead of educating the adolescents that they were not physically and emotionally ready for sex and HIV / AIDS had no cure and nothing was safer than abstinence, till marriage, the material was promoting use of condom. She was of the view that marriage of a girl below eighteen years of age was an offence and sex with someone below sixteen years of age, even with consent, tantamount to rape. According to her the AEP material claimed that sex was a wholesome pleasurable experience which would prod sense organ of the children to experiment such thing under peer pressure. This according to her was not only immoral but also illegal in the eyes of law.

2.4.3 She pointed out that the material had been got prepared jointly by UNICEF and NACO in the name of AIDS prevention and bore western influence. She pointed out certain discrepancies in the figure of AIDS patients in India, quoted by NACO and expressed doubt over the methods of arriving at the conclusion that adolescent school children were most vulnerable to the dreaded disease. She wanted focussed attention on diseases such as jaundice, hepatitis, malaria afflicting most children, rather than making them target group for AIDS prevention.

2.4.4 The petitioner cited the experience of the western countries where a debate was going on for discontinuance of sex education as it had serious fallouts like teenage pregnancies leading to decrease of virginity age. The teenage pregnancies were increasing in those countries inspite of advanced knowledge and affordability for safe sex. Even schools in France were quipped with nurses to distribute contraceptive pills to the girls in the morning following the night in which they had unsafe sex. Schools in the U.K. were connected to abortion centres to terminate teenage pregnancies. It had

become mandatory in the USA to seek consent of parents before imparting such programme to their children. She emphasized that we should not turn a blind eye to the repercussions of sex education in the western countries, which might erupt in our country after a few years. She held that the sex education was not suitable in the cultural context of our country and therefore the circular of the Ministry of Human Resource Development, Government of India introducing such education should be withdrawn forthwith. Propagation of such education, she contented, might act as a dampener on the programme of that Ministry for universalisation of education, particularly that of the girl child.

2.4.5 During her second appearance before the Committee on 11th October, 2007, the petitioner submitted that a lot of information on sex had been bombarded on the children through the electronic media, the films and internet. She mentioned that the puberty age in Mumbai and Delhi had come down to ten years due to undue exposure to sex material by the media. She underlined the need for regulating the media to put restriction on the shows connected with sleaze and sex. On a query about competence of the teachers to teach the AEP syllabus, the petitioner replied that there were instances where teachers without science background were trained in the AEP and most of them were reluctant to take a class in view of the obnoxious contents of the syllabus. She was of the view that a chapter on AIDS if added to the Biology syllabus would better spread awareness amongst the young children.

2.4.6 Smt. Asha Sharma, the co-petitioner supplemented that there was no need for sex education in the schools as the same was being imparted by parents and blood relations in the joint family for centuries in our country. The programme designed for prevention of AIDS would encourage the adolescents to experiment safe sex, which was again not cent per cent safe. She informed the Committee that being a social worker, she had already received five thousand letters from the mothers of young children studying in schools in Delhi, opposing such programme.

2.4.7 Shri Joginder Singh one of the witness, was of the view that foeticide was on the rise even without sex education. Once sex education was introduced, there would be peer pressure amongst adolescents for its experimentation, which would increase the incidents of rape in the society as consent below the age of sixteen years was not considered as consent in the consensual sex and the consequential termination of teenage pregnancies, would contribute to increase of crime graph of the society. According to him sex education would add more problems than solving them.

2.4.8 Shri O.P. Gupta another witness, touched upon legal and social flaws of the sex education policy of the Government. He felt that the provision of interactive session in the classroom where teacher would instruct the boy and girl volunteers to touch different parts of each other's lady, closing their eyes till other felt uncomfortable amounted to outraging the modesty of women. The teachers, who carry custodial burden of command and control in the class room, might be vulnerable to criminal charges under Sections 354, 355 and 509 of Indian Penal Code. Allied to that, the senior officers who were responsible for formulation and implementation of the policy might be dragged to the court of law as abettors of such crime. It might trigger communal tension in case a boy of one community touched body parts of a girl of a minor community. Further showing naked figures of male and female in the material with full focussed description of male and female genitalia to minor children, might attract penal action under the Sections of IPC dealing with obscenity. According to him the message as reflected in the material that masturbation was a physiological need and considered as not harmful to health, might prove to be false for the protein deficient boys and girls especially from the Below

Poverty Line (BPL) families and they might be prone to tuberculosis in case of such regular practice. He was of the view that while trying to prevent AIDS, the programme would be exposing them to another disease-tuberculosis and therefore the sex education might be taught to students at graduate level in a scientific way.

2.4.9 Dr. J.S. Rajput mentioned that the policy of the Government on sex education was a misadventure in the field of curriculum development which had been implemented under foreign funding managed by UNICEF and UNFPA. The external funding agencies were keenly interested in bringing in their own cultural influences. He treated the policy as a blatant example of cultural invasion. According to him the reason for assigning the task of preparation of curriculum on sex education to NACO instead of the specialised institution (NCERT) for developing curriculum was questionable. He mentioned that eighty per cent of families in India were still joint families which had resisted cultural onslaught from the west and remained intact. He regarded the AEP curriculum as a ploy to disintegrate the family system and rich cultural heritage which had been nourished for last ten thousand years. He emphasised upon Gandhiji's view on education which provided for integral development of body, mind and spirit. He referred to the Eighty-sixth Report of the Department Related Parliamentary Standing Committee on Human Resource Development on Value Education, which recommended that children should know commonalities of all religions and respect the differences therein and also respect five values of truth, peace, non-violence, righteousness, and love.

2.4.10 Shri Dirianath Batra was of the view that the introduction of sex education had given cultural shock to our country and would promote promiscuity. Referring to four main Purusarthas - *Dharma, Artha, Kama, Mokshya*, he emphasised that adolescents should be taught how to exercise restraint over the powerful instinct of *Kama* for the sake of character and career building till marriage, which was a trust to channelise the instinct through the use of intellect, only with single partner. Quoting Acharya Vinoba Bhave, he submitted that '*sex was not the subject of education; time and nature will tell it to everybody*' he was of the view that such a move of the Government under the influence of UNICEF and NACO would have disastrous effect on the culture and family system of our country.

2.4.11 Jainacharya Shreemad Vijay Ratnasundarsuriswarjee Maharaj Saheb questioned the necessity of imparting education about sex before the age of eighteen. According to him when the teachers who were mature enough, had not been able to control the powerful instinct of sex, how could the minor being immature be asked to exercise restraint after giving them lessons on sex. While referring to other diseases like diarrhoea, tuberculosis, cancer which are also equally fatal like AIDS, he sought to know the necessity of exposing minor students to safe sex for AIDS prevention without taking focussed measures to control other fatal diseases. To him, sex was not the subject of education, rather time and nature would teach that aspect to everyone in due course. Such education might destroy the value system in society and joint family system, institution of marriage (*ek pati aur ek patni*) and consequently career and character of the adolescents would be major casualties. He felt that the AEP syllabus should have been shown to the parents before introduction in the schools.

2.4.12 Shri Vidyasagar Varma another witness held the view that sex education was against the ethos of our society which would uproot the cultural values and beliefs we had cherished for so many centuries in our country. According to him, instead of teaching the children about abstinence in sex, the material intended to promote sexual gratification by way of masturbation and homosexuality

amongst adolescents. Quoting Mahatma Gandhiji's idea on sexual knowledge, he mentioned that education which was used for controlling or overcoming sexual passion instead of stimulating it, might be taught to adolescents. He opined that if sex education was introduced in schools like it has been done in European countries, we would soon have condom dispensing machines and abortion clinics in our schools. He felt that the curriculum on sex-education prepared by UNICEF and NACO contained explicit details about sexual intercourse and was found to be highly objectionable. He apprehended that there might be increase in instances of sexual harassment in the classroom either by the teacher or fellow students of opposite sex. He held that our society laid great stress on spirituality and the sex education might divert the attention of children spoiling their talent which had been acclaimed world over. Furthermore, it might result in disintegration of joint family system, institution of family (one husband/wife system), loss of respect to elders and parents. He wanted the Deptt. of Education to teach students about self-control and good conduct instead of sex education and the curriculum must be withdrawn from the schools at once.

2.4.13 Dr. Kapil Kapoor while drawing attention of the Committee to the fallout of sex education in the western countries, was of the view that the cultural attitude to sexuality in our country which had produced *magnum opus* like *Kama Sutra* is different from the western country. As per our culture, sex had been considered as sacred union and tempered through self-imposed restraint and abstinence through societal regulation. The Indians socially, therefore, restrict sex within the institution of marriage (ek pati/patni) for procreation. Indian society gives importance to *niyama* (the right way deciding things), *sayama* (restraint) and *shradha* (reverence/sanctity). Sex (Kama) had been prescribed to be exercised within the boundary of dharma (righteousness). According to him the unbridled sexuality prevalent in the Northern Hemisphere would corrupt our society which had attempted to uphold highest ethical standards and it might end up in ethical vacuum, as had happened in the western society. He emphasised that our children should be taught self-restraint, character-building, reverence for people and wisdom, in place of current curriculum on sex-education.

2.4.14 Shri B.P. Khandelwal informed the Committee that the National Curriculum Frameworks For Education of 1978, 1988, 2000 and 2005 had been designed by NCERT which harped upon the notion of having respect towards the opposite sex and little bit about healthy sex and sexuality. According to him, the present syllabus had overlooked those aspects highlighted by the NCERT. In that context, he questioned the decision to get the material prepared by NACO without involving NCERT which had expertise in curriculum development. He alleged that the acceptance of foreign funding for advocacy of the curriculum had its hidden agenda by which the western countries would impose their culture upon us and weaken the value system of the country. He questioned the need of sixteen hours capsule course fully knowing that reproductive system had been part of Biology syllabus for decades. He was of the opinion that current sex-education would strike at the root of *guru-shishya parampara*, value system, society and family system.

2.4.15 Shri Bhupendra Yadav held the view that the policy of the Ministry of Human Resource Development was against the mandate of Article 39(f) and the Preamble to the Constitution. Shri Dinanath Batra suggested that minor students should be taught about intellectual and physical strength, cleanliness, deep thinking, purity of thought, spiritual strength and meditation instead of sex education.

2.4.16 In addition, the Committee heard students, teachers, parents, educationists, leaders of religious groups, sociologists, representatives of different State Governments during its visits to different parts of the country. Details of deliberations held during the visits find place elsewhere in this Chapter.

PRESS COMMUNIQUE

2.5 The Committee in its meeting held on 24th September, 2007 decided to issue a Press Communique for inviting views/suggestions/comments from different stakeholders including, eminent educationists, psychologists, sociologists, spiritual leaders, teachers, parents and students for generating a debate on the need for introduction of sex education in the Schools. The Press Communique appeared in different newspapers in English, Hindi and other vernacular languages on 26th September, 2007. In response, the Committee received around 4,85,000 Memoranda from all across the country; overwhelming majority of them opposing the proposed move to introduce Adolescence Education Programme.

2.5.1 The good offices of Governmental agencies and local media were utilized by the Committee during its visit to Chennai, Hyderabad, Mumbai between 22nd to 26th October, 2007 and Kolkata, Bengaluru and Thiruvanthapuram between 3rd to 8th February, 2008. Regional Offices of PTI were engaged to provide publicity to the mandate of the Committee through Press Releases in vernacular languages with a view to facilitate the stakeholders, including the public, to submit their representations on the subject for consideration of the Committee at the respective places of its visit.

2.5.2 Arrangements were made adjacent to the venue of the meetings, to enable the stakeholders to drop their suggestions/representations in a special box meant for the purpose. Committee's intent to reach public through local media, both print and electronic received huge response and the stakeholders at local level got opportunities to openly come up with their written as well as oral views before the Committee. This unprecedented exercise proved to be a useful tool in getting a wider feedback on the subject.

STUDY VISITS OF THE COMMITTEE

2.6 The evidence of the petitioners, social activists, experts, academicians taken in Delhi led the Committee to interact with the stakeholders at different parts of the country, on the move of the Government to introduce adolescence education programme in schools. Such interaction was a natural corollary to the severe criticism of the Government's decision, as shared by the witnesses during their interaction with the Committee. The Committee thus decided to undertake visits to Chennai, Hyderabad, Mumbai, Kolkata, Bengaluru and Thiruvananthapuram in two phases. The first phase of the visit covered Chennai, Hyderabad and Mumbai during 22nd - 26th October, 2007. The details of field visits and the feedback received during interaction with different stakeholders during first phase of the visit are outlined below:

CHENNAI

Corporation Girls Higher Secondary School, Saidapet

2.6.1 The sequence of study visits of the Committee commenced at Chennai on 22nd October, 2007 with a visit to this school where specially trained teachers, counsellors, master trainers and peer

educators shared their experience on the adolescent education programme being run in that school. According to them the programme which was known as Health Education Programme, started in 1987, and included teaching of health related issues to the students in one hour per week per school. The school was focussing on techniques to say no to peer pressure. It was informed that boys and girls were being taught separately on the life skill techniques. The school was publishing a newsletter highlighting the activities under the programme. The Committee was informed that the school was not facing any problem in imparting the programme. On a query from the Chairman of the Committee about the justification for imparting such education to little children when the marriage age was 18 years in the country and teaching about AIDS or safe sex, the school authorities informed that sex awareness after class VII and knowledge of hormones from class V was absolutely necessary for their growth. Interaction with the counsellors was followed by a demo session by students in which they exhibited the strength of will-power against temptation of experimentation and merrymaking during a birthday party scene.

2.6.2 The Committee thereafter interacted with parents, teachers and NGOs who were present in the school. One of the parents contended that the programme was useful to create awareness about growth of body parts, information which the parents find difficult to impart at home and as a result of which the children might be exploited in case of ignorance. Another parent felt that the education programme encouraged the children to face the peer pressure. According to him girl students would be more benefited through such programme. One of the headmasters opined that such education enlightened young minds on the question of abstinence from sex. A representative of one NGO wanted the parents to study the programme meticulously to form a better idea of its merits.

P.S. Senior Secondary School, Mylapore

2.6.3 The Committee's visit to this school commenced with a power-point presentation by the school authorities. The Orientation Programme of the school was a 16 hours programme spread over the academic session which highlighted the physiological as well as psychological changes which occur during the adolescent period. It further emphasized proper counselling of students as well as the parents. The Committee then interacted with students and teachers. The Chairman wanted to know from the trainers the procedure adopted to train/educate the children and also the contents of the education given to the students. The trainer informed that efforts were made to ensure that the students do not receive wrong information. The students were taught through charts and lectures. The school conducted separate classes for boys and girls. Emphasis was being laid on abstinence rather than safe sex. One of the girl student mentioned that people from conservative background faced difficulty in sharing information on sex related issues but she conceded that in the modern age when the students had other source of information it was better to have age appropriate education through the programme being conducted in the school. She clarified that the students were not inclined to experiment with sex, as the programme was designed with a holistic approach.

2.6.4 The Committee also interacted with NGOs, experts and leaders of religious groups who had gathered in the school premises. An editor of newspaper submitted that he was engaged in publishing positive feedback by writing a column on adolescent education programme. Another witness emphasized that the health education programme in the State helped in educating girl students about crisis management. She wanted the science teacher to impart age appropriate education programme on

sex organs. A representative of Vidya Shastri School submitted that AEP was an artificial concept when the mother in our society was capable to impart education to the children. A teacher's representative felt that children were already exposed to sex material through the internet. She laid stress on education and moral and spiritual values. A witness running an NGO opined that AEP took into consideration the holistic life skills at primary school level.

Interaction with Government of Tamil Nadu

2.6.5 The Secretary, School Education, Government of Tamil Nadu, submitted that Adolescence Education Programme was introduced in the State in 2007. According to him the objectionable material had been deleted from the syllabus and the module of 2002 was being followed which did not have any obnoxious content. Explaining the details, the Secretary (School Education) informed that the programme was a 16 hours co-curriculum activity. Every school had two teachers and two peer educators at high school and higher secondary school level. About 9,722 schools were covered and 16 lakh students were being trained every year.

2.6.6 A member of the Committee pointed out some objectionable portions/pictures of AEP and wanted the State officials to react. The Chairman of the Committee wanted to confirm from the CBSE officials as to whether they would consider deleting offending pictures from the books as was done by the State Government. The CBSE representative mentioned that States were free to adopt AEP as per their local need. The Chairman of the Committee observed that educating general public about HIV / AIDS was different from imparting education about the same to children, which was a bit sensitive and therefore care should be taken to ensure that children are not spoiled at tender age.

HYDERABAD

D.A.V. Public School and Government Girls High School, Hyderabad

2.6.7 The Committee found that the students, teachers and the parents were in favour of Adolescence Education Programme. One of the parents of D.A.V. School favoured such education as he felt that it was the right of the students to know. Some students mentioned that they could get the desired knowledge through AEP and never felt like accessing information through wrong sources. According to a teacher, AEP stood for: A: Abstinence; B: Be Faithful and C: Condom use. According to him the ABC made the AEP quite relevant and acceptable in the society in general and the schools in particular.

Interaction with NGOs, Experts, Representatives of State Legislative Assembly and State Government

2.6.8 The meeting commenced with the opening observations from the Chairman of the Committee regarding the contents of the petition and the details of experience sharing with teachers and students in the schools visited by the Committee. The Chairman requested the representative of the State Government, to note down the point raised during the meeting and send the State Government's responses at a later date. The leaders of Christian and Muslim communities expressed their reservation over the introduction of sex education in the school. Both the leaders emphasized value based education. They held that AEP should not be imposed on the children. They recommended a

curriculum which helped in strengthening the problem solving and creative thinking skills of the children. Some members of State Legislative Council expressed their strong opposition to the introduction of sex education in the schools. They felt that the present material was sending a wrong message in the society. The syllabus according to them needed to be reoriented. An MLC supporting sex education, underlined the need for proper training to teachers. The representative of All India Mahila Sangarsh Sangathan opined that the syllabus contained vulgar material and would spoil our children. According to her 90 per cent teachers were opposing the education, as per a survey.

MUMBAI

Holyname High School, Colaba

2.6.9 The Committee began its business at Mumbai with visit to Holyname High School, Colaba followed by Kendriya Vidyalaya No.1, Navy Nagar. The authorities of Holyname High School gave a power-point presentation on the school adolescence life skill education programme. The presentation highlighted the merits of Adolescence Education Programme. One of the parent informed that they come to know a lot of things about AEP from their children. According to her the education programme was need based and should be made compulsory. Another parent felt that the programme dispelled the misconception and helped in creating awareness amongst the students in the society. A student submitted that discussing the ill effects of HIV amongst friends had proved to be quite useful and the ABC rule was a effective tool.

Kendriya Vidyalaya No.1, Navy Nagar

2.6.10 Students of Kendriya Vidyalaya No.1, Navy Nagar exhibited life skills before the Committee. The life skills emphasized on value education and the techniques to cope up with emotions. One of the parents submitted that they cannot monitor children every time and the life skills programme in the school was proving quite useful as it prepared the children to face any situation. It enabled the child to emphatically say 'NO' to peer pressure. One student observed that the children should be taught to know the limits and the AEP has adequately addressed the concern.

Interaction with NGO's, Educationists and MLAs/MLCs

2.6.11 One of the parent underlined the need of AEP in the present scenario of nuclear family system where the children could share their views with only their parents. A teacher of APJ School felt that AEP helped in developing critical thinking, personal relationship and the strength to say 'NO' to peer pressure. A witness, psychologist by profession, mentioned that AEP is not simply sex education but it is an issue concerned with the development of the children. Another witness, representative of an NGO, submitted that parents should have been consulted before introducing sex education in the schools. According to him college is the right stage for imparting such education. He felt that separate education should be given to girls and boys students. A leader of a religious group said that though sex education might be important but our culture is more important. He was not in favour of AEP as its syllabus had not been shown to the parents. Another religious leader opined that sex education was not a class room subject as the children might experiment sex. A representative of State Legislature felt that sex education should be informal and it should be introduced at IX standard level. Another representative of State Legislature felt that by introducing sex education in the school our culture

would get a body blow and sex tourism would flourish. According to him major religious groups were opposing the move and, therefore, sex education should immediately be stopped. The representative of Akhil Bhartiya Vidhyarthi Parishad opposed the introduction of sex education in the schools.

Interaction with Government of Maharashtra

2.6.12 The Chief Secretary of Maharashtra informed the Committee that the issue of introduction of sex education was discussed in the Legislative Assembly. Sex Education was banned after strong opposition to the objectionable material and the curriculum was being reviewed. The Chairman of the Committee desired that a copy of the review of the curriculum by the State Government, may be sent to the Committee.

KOLKATA

2.6.13 Kolkata was the first destination in the second phase of Committee's visit, from 3rd to 8th February, 2008 which included Bengaluru and Thiruvananthapuram as well. On 4th February, 2008 the Committee visited three schools in Kolkata where interactions with students, teachers and parents were arranged. The details have been given below.

Kendriya Vidyalaya, Alipore

2.6.14 The Principal of the School welcomed the Committee and a power point presentation was made on AEP. The Principal submitted that the syllabus prescribed by the Ministry of Human Resource Development was not being followed in that school. He clarified that they were not using Flip Chart developed by NACO but imparting only moral education to their students.

Laxmipat Singhania School, Alipore

2.6.15 A power point presentation was made on the school's activities and course content regarding AIDS awareness etc. The Committee was informed that there was no sex education in their curriculum as such; but students were being taught life-skills and moral education. Parents who were present in the school indicated that they were not against the AEP but the course content should be culture-sensitive.

Alipore Multipurpose Girls Sr. Secondary School

2.6.16 This School was considered to be one of the best Government Schools in West Bengal. The school was teaching life skill education instead of Adolescence Education. An open interaction with stakeholders suggested that the parents had responded well to the life skill education of the school. Strongly favouring the Adolescence Education Programme, one of the parents observed that students felt more comfortable in putting health and other development (physical & physiological) related questions to teachers than to their parents. Another parent appreciated the step by step and stage by stage learning process envisaged under the programme. The general impression was that the students, their parents and also the teachers were in favour of AEP but at the same time emphasized that it should be given in scientific form without disturbing the social values. As an exception, one of the parents expressed ignorance about the contents of the programme and desired that parents should be consulted twice a year.

Interaction with parents, teachers, NGOs and leaders of religious groups

2.6.17 An interactive session of the Committee with parents/teachers associations/educationist/NGO's/representatives of religions groups was organized at Sisir Mancha, Acharya Jagdish Chandra Bose Road, Kolkata. A large number of representatives from various NGOs and also individuals from different fields attended the session. After his opening remarks, the Chairman of the Committee, gave the floor to the those present to express their views. The response of the individuals/representatives to the introduction of AEP was a mixed one. The representatives of All India Save Education Committee expressed their deep anguish over the move to introduce sex education. Secretary, Islamic Society felt that the adolescence education would expose tender minds towards condoms. Emphasizing the need for moral education, he raised objection to the visually explicit contents in the material. The representative of ABVP was vociferous in his protest. One person was in favour of teaching the values of a good human being. Another person wanted counsellors in the schools to answer the queries of the students. A teacher by profession, submitted that there was a need for imparting sex education to children but with some modifications in its contents, because, the programme launched by the Government had attracted more controversy than serving the purpose of imparting AIDS awareness among children.

Meeting with representatives of Government of West Bengal

2.6.18 Initiating the discussion, the Chairman of the Committee briefly shared with the representatives of the State Government, the interactions the Committee had with the students, teachers, parents, etc. in three schools the Committee had visited. Emphasizing the need for age-appropriate education the Chief Secretary Government of West Bengal submitted that State Government had not implemented the AEP as suggested by the Ministry of HRD but had brought a book of its own named as 'Life Style' for exclusive use of the teachers. The book covered various issues related to health, hygiene and information on HIV infection and AIDS awareness. The Committee pointed out some objectionable portion in the book and expressed its concern that the contents thereof focused more on the method of safe sex' instead of HIV control. The Chief Secretary agreed to review the book and delete the objectionable portions out of it.

BENGALURU

B.B.U.L. Jain Vidyalaya

2.6.19 In Bengaluru, the Committee visited B.B.D.L. Jain Vidyalaya followed by Government Girls' School on 6th February, 2008. The Principal of B.B.D.L. Jain Vidyalaya, opined that the AEP programme introduced by the Ministry of HRD was aimed to empower the adolescents on various life situations and made them more responsible citizens. She however clarified that teachers and students were not exposed to any kind of material provided by NACO during the training of teachers on AEP, organized by CBSE. In fact the material used by the school included negotiation skills, yoga and meditation programme. The 16 Hours programme was devoted to life skills education and emphasised the need for stress management. The education on physiological changes was covered in Biology lessons. One of the parent shared that her daughter was comfortable to express herself after the introduction of life still education in the school.

Government Girls Schools, Basvangudi

2.6.20 The Principal of Government Girls School, Basvangudi underlined the need of the programme like AEP but felt that it should be imparted to children scientifically. She did not favour educating the children through the material prepared by NACO.

Interaction with teachers, parents, NGOs, representatives of religious groups and Government of Karnataka

2.6.21 The Committee interacted with teachers, parents, NGOs, educationists in the presence of the representatives of Government of Karnataka. After making his opening observations, the Chairman of the Committee gave the floor to those present, with a pointed query as to why it was necessary to impart lessons to the students on sex or safe sex instead of advocating no sex before 18 years of age.

2.6.22 The representative of Akhil Bhartiya Sri Swetambar Murtipujak Youak Mahasangh submitted that they opposed sex education which was against our culture. Amongst those present, a parent advocated moral education programme. A representative of NIMHANS felt that it was not desirable to term the programme as sex education. To him the curriculum might be planned as per our culture and ethos. A Member of State Legislature questioned the need for sex education when no one taught the same to even animals. She felt that the old Gurukul system should be revived for holistic development of children.

2.6.23 During interactions with the representatives of the State Government of Karnataka, the Committee noted that the State's Department of Public Instructions had appointed Department of State Educational Research and Training (DSER T) as the nodal Department to implement adolescence education in the State. The Funds are released to schools and colleges for training and other activities through District Institute of Education and Training (DIET). Tool Kits developed by UNICEF and NACO were being used to train the teachers. Some co-curricular activities like Question Box, Role Play Debate, Group Discussion, Counselling etc. were being organized to develop life skill activities amongst the students. Training had been provided to 19,313 teachers on UNICEF / NACO modules. There had, however, been objections from the parents on the NACO/UNICEF modules and the State Government had constituted an Expert Committee for revising those modules. The State Government intended to review the contents considering the class and the age of the students and also the culture of the community while discussing life skill education.

THIRUVANANTHAPURAM

2.6.24 In its last leg of visit, the Committee arrived at Thiruvananthapuram on 6th February, 2008. Next day, the Committee visited Kendriya Vidyalaya, Pattom followed by Arya Central School, Pattom.

Kendriya Vidyalaya, Pattom

2.6.25 The Principal of the School submitted that they have not adopted the syllabus as prescribed by CBSE on sex education. Introduced in 2006, their 18 hours programme included syllabus on health and hygiene for which the trained teachers were imparting age-appropriate education to the age group of the 17 years. Students were being taught on adolescent development, AIDS awareness etc. Both students as well as the teachers were in favour of implementation of adult education in schools but

advocated that education should be imparted in a scientific manner without compromising our culture and social ethos.

Arya Central School, Pattom

2.6.26 Arya Central School, Pattom was the first private CBSE affiliated school set up in 1965 for Classes I--XII. The school had not adopted the syllabus as developed by the M/o HRD and was not following the sex education concept as such. But, education on HIV and AIDS awareness, drug abuse, ill effects of tobacco etc. was imparted to the students. No classroom activities were being undertaken. The school had recruited two trained teachers on life skills. The education was a part of Biology subject. The objective was to channelise the thought of children and develops their psychological competence. This was one of the Central Schools which had totally discarded the AEP and not even received the study materials on AEP from CBSE. The teachers as well students appeared quite satisfied with the kind of education being imparted through moderate methods.

Interactions with NGOs, parents, representatives of religious organizations and Government of Kerala

2.6.27 The Chairman of the Committee in his opening observations highlighted the contents of the petition and apprised the witnesses about the details of experience sharing with students and teachers in the schools visited by the Committee. He then gave the floor to the witnesses. The leaders of religious organisations emphasized the need for moral and value education to the students. They felt that the AEP material in the present form should not be discussed in the classroom; they wanted special education and counselling for the parents in the matter. They laid emphasis on a culturally acceptable education to the students. A witness belonging to a NGO submitted that the revised module proposed by the State Government carried the same contents as that of UNICEF and the proposed education already found place in the existing curriculum of the Biology subject. A parent wanted that interaction should take place with parents before implementing sex education in the schools. Another parent underlined the need for value education in the school. One more witness mentioned that as per a recent survey most of the students were found ignorant of the physiological developments taking place in human body. To him AEP was as important as value based education.

2.6.28 The Chief Secretary of the State Government of Kerala informed that the State was in the process of revising the syllabus. A SCERT Committee had worked on the revised material and the draft revised module had been put on the website for eliciting public opinion. He added that the State wanted to teach a culturally acceptable syllabus to its students.

ORAL EVIDENCE OF SECRETARY, MINISTRY OF HRD, AND OTHER OFFICERS

2.7.0 The Secretary, Union Ministry of Human Resource Development (Department of School Education Literacy) submitted that Adolescence Education Programme had been introduced for the students of secondary and senior secondary classes *i.e.* from class IX to XII, which form the age group of 14 to 18. He mentioned that the AEP Curriculum was developed in consultation with the State Governments, experts, educationists and NACO. He informed that the Tool Kit developed by the Ministry was meant for teachers and not for the students. He conceded that there had been criticism of the Tool Kit and other material that had been developed. Following such criticism, the Secretary,

School Education and Literacy of the Government of India had sent a letter to Education Secretaries of State Governments and Union Territories, requesting them to review the material to ensure that the same was tuned to local socio cultural ethos. According to him, NACO was also in the process of reviewing the material and the content of the curriculum for adolescent education at the central level through an Expert Committee comprising of educationists, doctors, child psychologists, experts, teachers, parents etc. The Expert Committee would prepare a draft after seeking the opinion of stakeholders so that a generally accepted pattern was evolved.

2.7.1 The Chairman, CBSE in his submission informed the Committee that the Board had more than 9000 schools affiliated to it but those were not imparting sex education to their students. He stated that sex education was neither part of any curriculum nor had been integrated into any subject or incorporated as a separate subject. CBSE affiliated schools were not using the Flip Chart and there was no complaint regarding AEP. He clarified that AEP was not being implemented from Class VI as has been alleged by the petitioners and in fact it was purely based on co-curricular activities aimed at students from Classes IX to XII. He further clarified that under AEP only adolescence health issues were being discussed and not the reproductive sex issues. CBSE had devised its own curriculum covering four volumes addressing the needs of the Principals and the resource persons, the nodal teachers and the students. He informed that the concerns raised by the petitioners regarding the cultural ethos of the country had been taken into consideration by re-looking into the material afresh. He also apprised the Committee about the periodic consultation process followed with the parents about the material. The Chairman, CBSE placed before the Committee the redrafted version of AEP as was being implemented in CBSE affiliated schools.

2.7.2 The Commissioner of Jawahar Navodaya Vidyalaya Samiti and Kendriya Vidyalaya Sangathan submitted that the programme had been implemented in 60 Navodaya Vidyalaya Schools (N.V.S.) schools in the year 2005 in two regions i.e. in Hyderabad and in Lucknow. They had identified the Assistant Commissioners, senior principals, senior teachers and staff nurses to be trained as resource persons for imparting education on the subject. Doctors and parents had been involved in implementation of the programme. N.V.S. had developed its own materials to be used by the teachers and the same had been implemented in Kendriya Vidyalayas also.

2.7.3 Director General, National Aids Control Organisation submitted that the life skill education introduced in 1998 was earlier known as School Aids Programme. In the year 2002 it was felt that the children should be taught about the growing up process, the relationship with the opposite sex, saying no to sexual exploitation apart from the education on the hormonal and body changes and the physical aspects of the reproductive health among young children and adolescents. From 2002 till 2005 there was intense consultation with NCERT, parents and teachers in the States as well as at the national level and the AEP was finally launched in June, 2005. She conceded that the programme invited criticism as the training and pedagogy in which the material should be taught were not correct. According to her, a Committee had been constituted to review these material in consultation with NCERT, CBSE, VIMHANS etc. so as to have a prototype developed in consultation with all stakeholders. She, however, underlined the need for proper education to the young children who were really vulnerable to HIV infection.

2.7.4 Project Coordinator, NCERT submitted that the process of body development was added to the curriculum way back in 1988 but now the same had been focussing on the concerns related to physical, psychological and social development. He invited the attention of the Committee to the National Curriculum Framework 2005 which concluded that age appropriate, context specific interventions on adolescent reproductive and sexual health concern, including HIV / AIDS and drug abuse, were needed to provide opportunities to children to construct knowledge and acquire life skills so that they could cope up with concerns related to the process of growing up. He submitted that all the States had been trying to incorporate the contents and adopt the process of school education as per the adolescent material published by NCERT in 1999. According to him, AEP launched in 2005 was the outcome of a much focussed strategy which was considered very important to be launched in the context of HIV / AIDS and drug abuse. *He, however, conceded that NCERT had not been a part of the entire process of developing the AEP curriculum (emphasis supplied).*

2.7.5 While the Committee was in the process of finalising its future course of action on the petition, it learnt from sources that the Government had set up a Committee under the Chairmanship of Chairman, CBSE to review the AEP material. The Committee therefore decided to interact again with the Secretary, Ministry of Human Resource Development (Department of School Education and Literacy) to confirm the factual position. . The Secretary during his second appearance before the Committee confirmed that his Ministry had indeed constituted a Committee to review the entire matter, under the Chairmanship of Chairman, CBSE, with representatives from NCERT, NACO, National Council of Open Schooling, KVS, NVS and VIMHANS. He informed that Government of NCT of Delhi and Government of Andhra Pradesh had also been associated in the review panel. Besides, the Review Committee had also sought suggestions from the State Governments and other stakeholders in the matter. A questionnaire was put on the CBSE website to elicit information/opinion of people. On the question, whether NACO was also reviewing its material, the Secretary replied in the affirmative and clarified that once NACO prepared its review report, it would be perused alongwith review being conducted by Chairman, CB,SE. He added that the National Review Committee would complete its work by 30th March, 2008.

ORAL EVIDENCE OF CHIEF SECRETARY AND OTHER OFFICERS OF GOVT. OF NCT, DELHI

2.8.0 Time and again the petitioners and the non-official witnesses had been inviting the attention of the Committee towards two volumes of Handbook for Teachers, under Yuva School Adolescence Education Programme, published by the Directorate of Education, Government of NCT of Delhi and DSACS. Volume I was meant for students of Vth to VIIIth Standard and Volume II contained material to be shared with students of IXth to XIIth Standard. The Committee was disturbed to note the objectionable material printed in the YUV A Volumes, for the students, particularly to those in the tender age group of 12 to 14 years. The fact that these publications carried messages from top functionaries of Government of NCT including the Chief Minister and the Education Minister, was more worrisome to the Committee. It was therefore decided call the representatives of the Delhi Government to present their viewpoint on the contents of YUVA Volumes.

2.8.1 The Chief Secretary mentioned that the YUVA life skill programme had to be seen in the context of overall improvement in social schemes which were intended to be imparted to the children

so that they become responsible citizens when they grow up in the society. He informed that the YUVA programme contained positive values, health and hygiene components. He stated that as a result of the experience that had been gained, the whole programme was being re-written and a complete new draft was being prepared based on the feedback received from various quarters.

2.8.2 The Secretary, Government of NCT Delhi, conceded that some material printed in the two volumes ought to have been written with much more sensibility. She clarified that the material was under review since January, 2006 and all the objectionable portions were being excluded in the final version. She informed the Committee that out of 237 sessions in the final YUVA Programme there would be 60 sessions on promoting positive values, 62 sessions on civic and social awareness and the third spell of sessions would focus on scholastic performance. She also mentioned about the proposed inclusion of some lessons on nutrition in the new curriculum. She assured that the new curriculum would be culturally and socially appropriate and all the material will be checked by students, parents and other stakeholders before they were actually implemented. When asked why the YUVA volumes propagated about safe sex using condoms and depicting objectionable pictures, she assured that all offending material would be deleted in the new volume and also from the volume "16 Hours Package for Teachers". She admitted that it was a mistake to include such material in the previous volumes. She agreed to the suggestion of the Chairman that before finalising the review and implementation of the curriculum, the Government of NCT Delhi would take the Union Ministry of Human Resource Development into confidence so that a healthy, moral and ethical education was provided to the students in line with the national consensus.

ADDITIONAL SUBMISSION BY PETITIONERS AND OTHERS

2.9.0 While the examination of the petition by the Committee was at a crucial stage with adequate amount of feedback from two phases of visits, the evidences of Secretary and other representatives of Ministry of HRD including the evidences of Chief Secretary and the Education Secretary of Government of NCT of Delhi, that the co-petitioners, alongwith Acharya Vijay Ratnasundersurishwarji, came up with a specific request for giving another opportunity to appear before the Committee to share some additional points with it. Having been flooded with feedback, having received more than 4,85,000 memoranda and number of developments having taken place with regard to decision of NACO to review the AEP material, the Committee considered it appropriate to give one more opportunity to the co-petitioners and Acharya Vijay Ratnasundersurishwarji to place their view/points. However, the meeting of the Committee could not be convened and the co-petitioners and Jainacharya appeared before the Chairman of the Committee with their supplementary evidence on 21st April, 2008.

2.9.1 The first co-petitioner submitted that earlier she had learnt about the introduction of sex education in the CBSE affiliated schools only, but of late the Government was planning to introduce the revised syllabus in all the schools. She expressed concern that no substantial change had actually been made in the syllabus. Secondly, NACO had been involved in preparing the syllabus although its mandate did not confer any such function. She wanted the Committee to intervene and ensure that sex education was not imposed on the children at the school level. The co-petitioner in her submission mentioned that some States were coming up with their independent curriculum justifying introduction of sex education in all schools within the respective State. She opined that the role of NACO and the

Ministry of Health and Family Welfare in framing curriculum was exceptionable. According to her, if NACO had to spread awareness about AIDS then it should choose another platform and not the school curriculum. In fact NACO should focus on the areas from where HIV/AIDS is spreading; AIDS was certainly not spreading from the schools. Concluding her submission, she mentioned that we should learn from the mistake of the western countries where such type of education had been introduced a few decades back and the horrible results thereof were manifesting themselves in anonymous manner.

2.9.2 Jainacharya Vijay Ratnasunderswarsurishwarji while deposing before the Chairman of the Committee for the second time submitted that he had pleaded for scrapping the programme and not requested for review. Reacting to media reports that Government proposed to implement sex education as soon as it was modified, he strongly pleaded for moral education and value based education. Jainacharya also submitted that there was still a grey area about qualification and the competence of the teacher who would teach sex education. He wondered who would take the responsibility that they would maintain high standard of morality while teaching students the subjects.

Chapter-III

GENESIS AND CONCEPTUALIZATION OF AEP

3.0 There were numerous factors which compelled the Committee to zero in its study to the genesis of the Government's idea of introducing Adolescence Education Programme. Primary amongst them were the contrary views expressed by the petitioners and other experts before the Committee and the stance taken by the Ministry in their written comments. All the witnesses who appeared before the Committee at New Delhi and good majority of those who interacted with it during its field visits, were vociferous in their protest against the introduction of AEP in the schools. They contended that the move to educate children about sex in the garb of HIV/AIDS prevention was quite reprehensible in view of our socio-cultural ethos. According to them, parents and teachers were not consulted before introducing AEP. This was contrary to the comments of the Ministry which claimed wider consultations had taken place with all stakeholder. Barring few States, others had either banned sex education or had introduced modified programme which was socially acceptable; some States had not taken any decision on the subject. Even during its visits, the Committee noted a general sense of protest amongst the stakeholders. Most of the States visited by the Committee had replaced the set of curriculum developed by NACO/MHRD with age appropriate, socially and culturally acceptable material. The response to Committee's Press Release also indicated that out of 4,50,000 representations received by the Committee, the overwhelming majority opinion was against the introduction of AEP in the schools. This apart, the role of NACO in preparing AEP curriculum instead of NCERT doing the job raised serious question marks. Thus such a broad spectrum of feedback left the Committee wondering as to how could the Ministry go against the strong tide of public opinion and what could be the compelling circumstances which prompted the Government to go ahead with AEP. The Committee was also equally concerned over the primacy given to NACO in developing and implementing the curriculum which rightly belonged to MHRD and NCERT. The Committee, therefore, felt it appropriate to ascertain from the MHRD the stage-by stage progress of deliberations that took place at Governmental level in the formulation of the programme. The Committee was interested to know the details of consultations held with all stakeholders including State Governments, the details of agencies involved in preparing curriculum, the rationale behind linking AEP with HIV prevention when a Biology syllabus chapter on Human Reproductive System was already prescribed in the schools and the negative experience of those countries where such education was impacted. A comprehensive questionnaire was therefore referred to the HRD Ministry for ensuring a fair and objective analysis of the subject matter.

3.1 Tracing back the history of the subject, the Ministry of HRD in their reply informed that the consensus to introduce Adolescence Education Programme in the schools evolved during 1990's, when NCERT organised a National Seminar on Adolescence Education on 12-13 April 1993. The Seminar was attended by eminent educationists, psychologists, medical scientists, curriculum developers, teacher educators, school principals and teachers, representatives of government and non-governmental organisations involved in sex education, family life education, AIDS education, health education, preventive education against drug abuse and population education. Experts and specialists from Universities, AIIMS, NACO, SCERTs, State Boards, Family Planning Association of India, Pariwar Sewa Sanstha, Centre for Social Research, Reproductive Health Foundation and National Institute of Mental Health and Neurosciences, Ministry of Health and Family Welfare, UNESCO and UNFPA also participated in the deliberations of the Seminar. The seminar recommended the

introduction of adolescence education in the curricula of all stages of schooling. In pursuance thereof, the NCERT developed the General Framework of Adolescence Education including its three major components viz (i) Process of growing up during adolescence, (ii) HIV / AIDS and (iii) Drug abuse.

3.2 Certain important publications brought by NCERT from time to time gave some idea on the progress in conceptualisation of AEP at Government Level. The Report on the National Seminar, 1993, the National Curriculum Framework of 1998, the publication titled “Adolescent Education in School” brought out by NCERT and the National Curriculum Framework 2005 paved the way for framing the AEP in the country.

Report on National Seminar, 1993

3.3 Pursuant to the National Seminar, a book titled ‘Adolescence Education’ was brought out in 1993 which emphasised the need to make specific educational intervention for helping adolescents to properly understand the process of growing up and its related curiosity and problems. Educationists, psychologists, medical scientists, teacher educators, teachers and activists belonging to some Non-Governmental Organisations (N GOs) deliberated on various issues in the particular context of prevailing inhibitions regarding the incorporation of sensitive elements related to sexual development in adolescents. This book contained chapters on (i) Adolescence Education Concept and Content (ii) Status of AEP in The School Curricula (iii) The Need. of Sex Education for Adolescents in India, and (iv) Sex Related Problems Among Adolescents in India, etc.

3.4 The chapter “The need of Sex Education for Adolescents in India” in the book mentioned that there was no fixed or definite time to start sex education. It advocated that the informal sex education could be started at any time when the child’s curiosity made him receptive to conceptual inputs. The book also contained information about the physiological changes occurring in the bodies of both the boys and girls, the fight time of sex education, the methodology to impart sex education, the role of parents in imparting sex education, etc.

National Curriculum for Elementary and Secondary Education

3.5.0 The National Curriculum for Elementary and Secondary Education brought by the NCERT in 1998 contained the guidelines about the material to be taught to the students at pre-primary, primary, upper primary and secondary stage. Basically the curriculum advocated that physical education should aim at developing health, strength and fitness of the body (*emphasis supplied*).

3.5.1 *While at pre-primary stage the development in the child about adequate personal hygiene habits, neuro-muscular co-ordination, emotional health and healthy community living were important components of education, the curriculum emphasised creation of awareness amongst the students to common health problems, safety measures, nutritional problems, adulteration, first-aid, sanitation and pollution at primary education level. The guidelines expected the students of classes IX and XI to learn more about personal health, environmental health, food and nutrition, control of diseases, consumer education, first aid, home nursing and safety measures (emphasis supplied).*

NCERT Publication of 1999

3.6.0 NCERT brought a publication on ‘Adolescence Education in Schools’ containing package of following basic materials in 5 volumes:

- (a) Adolescence Education : General Framework- I
- (b) Adolescence Education : Knowledge Base - II
- (c) Adolescence : Question and Answers- III
- (d) Students' Activities : IV
- (e) Adolescence Education : Role of Adults - V

The entire package aimed at delineating the general framework of adolescence education and outlining its content areas in the context of Indian socio-cultural milieu.

3.6.1 In the General Framework Part-I ---- "The strategies and methods of curriculum transaction" following characteristics had to be focussed by imparting adolescence education:

- (a) Adolescence education had emerged in response to the pressing demand primarily emanating from outside the education system and not from within.
- (b) It dealt with contents that were very sensitive in nature and there was an in-built resistance in the existing system in respect of teaching these contents in schools.
- (c) It focussed on problems confronted by adolescents who had been traditionally treated as homogenous group which they were not.

3.6.2 The NCERT publication of 1999 contained information on HIV/AIDS, its prevention and control, sexually transmitted diseases, drug abuse, etc. It also mentioned the details about the students' activities. The activities include Question Box, Group Discussion Value Clarification, Role Play, Case Study, Debate, Painting/Poster Competition, Essay Competition, Quiz Contest, etc.

3.6.3 The publication further indicated that Adolescents were at the threshold of adulthood and they needed authentic knowledge that help them understand the process of growing up in particular reference to their reproductive health needs, so that they were well equipped to cope with the problems which they confront during the transitional phase. Role of teachers and parents was also emphasized in imparting required information on adolescence.

3.6.4 The Committee was informed that the NCERT publication of 1999 was not much at variance with the National Curriculum Framework 1998. It emphasised the need of adolescence education for the grown up within the Indian socio-cultural milieu. In fact it advocated that the children should have proper knowledge about their bodies so that they were not lured to wrong information through their peers or other informal sources of learning.

3.6.5 The stage by stage evolution of the adolescence education as mentioned above culminated into a series of discussions amongst different stakeholders including the Central Government. The concept of Adolescence Education Programme, according to the Ministry transformed into reality with an Inter-ministerial meeting on HIV/AIDS held on 27th October, 2004 in the Chamber of the Minister of HRD which was attended by Ministers of Health and Family Welfare, Labour, Rural Development, Social Justice and Empowerment and Information and Broadcasting. In the meeting, it transpired that HIV prevention education would be implemented as a co-curriculum programme in all the 1.5 lakh secondary schools within the overall framework of age relevant health education package. The

meeting culminated in the integrated Adolescence Education Programme (AEP) after a series of meetings with the key stakeholders, senior officials from the Ministry of HRD, NACO, UNICEF AND UNFP A. *Ministry of HRD was identified as the lead agency for implementation of the programme with financial and technical support from NACO, UNICEF AND UNFPA (emphasis supplied).*

IMPLEMENTATION OF AEP

3.6.6 The Ministry launched the Adolescence Education Programme (AEP) in 2005 in all the States and Union Territories in collaboration with NACO. The Programme was addressed primarily to the students of secondary and higher secondary stages (Classes IX-XII) and not for students of primary stage. The Adolescence Education Programme was aimed at the following two major objectives:

1. Organisation of life skill focussed co-curricular activities for students of secondary and higher secondary stages, (particularly for classes IX & XI); and
2. Integration of adolescence education elements in school syllabi and textbooks, teacher education courses, adult literacy programmes and other innovative educational programmes.

Adolescence Education Programme focused on three major content areas *viz.* (i) Process of Growing Up During Adolescence; (ii) HIV/AIDS; and (iii) Drug (Substance) Abuse. These content areas are related to the needs of adolescent students, but are yet to be integrated in the school curriculum and teacher education courses.

3.6.7 As per HRD Ministry's version, a lot of preparatory exercise had gone into the conceptualisation of AEP before the same was implemented across the country. The Ministry informed the Committee that *AEP was jointly planned by MHRD and NACO (emphasis supplied) as a follow up of the decision taken by the inter-ministerial meeting held in October, 2004.*

3.6.8 In 2005, MHRD scaled up the AEP in collaboration with NACO, as a classroom based co-curricular activity. The Programme was designed on the basis of key learning and best practices from the School AIDS Education Programme, the National Population Education Project and Adolescent Reproductive and Sexual Health which were being implemented in several schools across the country between 1993-2005.

3.6.9 AEP was not launched as a completely new educational programme but as an initiative to upscale the following three educational programmes that were already being implemented:-

- (i) National Population Education Project (NPEP) was being implemented by 30 States and Union Territories. Adolescence education was made an important thrust area of the Project during 1993-94 and continued to be so until AEP was launched in 2005. Also, Adolescence Education was an integral part of the NPEP being implemented in the adult education and University education sectors from 1997 to 2002.
- (ii) School AIDS Education Programme (SAEP) was being implemented by NACO since 1993-94 through State AIDS Control Societies in collaboration with State Education Departments.

- (iii) A project on Adolescent Reproductive and Sexual Health (ARSH) in Schools was being implemented by five national level agencies --- Council of Boards of School Education in India (COBSE), National Institute of Open Schooling (NIOS), Central Board of Secondary Education (CBSE), Kendriya Vidyalaya Sangathan (KVS) and Navodaya Vidyalaya Samiti (NVS). It continues to be implemented and National Council of Education Research and Training (NCERT) has been coordinating the implementation of the Programme.

These programmes had very limited outreach covering a small number of schools. Adolescence Education Programme was therefore launched as an umbrella programme to cover all the secondary and senior secondary schools of the country covering the target group of students in 14-18 age group with teachers, teacher trainers, heads of schools, curriculum and material developers, parents and various educational functionaries of different levels as important stakeholders.

3.6.10 One of the action point for implementation of the programme at the State level was formation of State Core Committees (SCC) under the Chairmanship of State Education Secretary. The SCC was to be the key implementing body for the programme at State level and it was advised to review tool kit at the State level and adapt/modify as required to tailor to State specific context.

3.6.11 The AEP tool kit was shared with all State partners during regional consultations for their review and feedback. The outcome of these meetings was that the States would adapt the AEP tool kit to their local context prior to print. It was also recommended that each State would establish a Sub Task Force within the State Coordination Committee to vet the materials developed at the State level to ensure that materials are in keeping with the on going process and in keeping with the HIV Epidemic and State cultural context. The words, images were to be reviewed and local language translations were accepted.

3.6.12 The Committee, with a view to critically assess the implementation of AEP, considered it appropriate to go into the course content of the programme. It was felt that the material used in the programme would give a fair idea about the way the AEP was to be implemented in the schools across the country. The AEP developed in collaboration with UNICEF and NACO had the course contents spread over in the following five books:-

- (i) Teacher's Work Book
- (ii) Facilitator's Hand Book for Training of Trainers
- (iii) Facilitator's Handbook for Refresher Teacher Training
- (iv) Facilitator's Handbook for Training Peer Educators; and
- (v) Flip Chart

3.6.13 **Teacher's Work Book** ---- This book contained chapters on Information/ Advocacy, sessions with teachers and parents, classroom guide to conduct Adolescence Education Programme which had been divided into four classroom sessions. These sessions highlight the details of changes during puberty in the anatomy of girls and boys, sexually transmitted infections and HIV/AIDS. It educated on the symptoms of sexually transmitted diseases, its causes and vulnerability of young people to HIV

infection, basic facts about HIV/AIDS infection and its prevention, misconceptions related to HIV transmission and other related issues. One session exclusively addressed topics like self awareness and self esteem, values and beliefs, relationships, effective communication etc.

3.6.14 The book advocated interaction with teachers on very specific and minute details about the organs, their development and functions, spread of diseases through sexual contacts, myths and facts related to sex and sexuality. The Committee noted a number of activities finding place in the book. Notable amongst them was a play to be enacted among the students ---- to increase awareness about how HIV and STD's could spread and how condom users were safe from HIV/AIDS infection and other STD diseases by using a condom during sexual intercourse.

3.6.15 **Facilitators' Handbook for Training of Trainers** ---- This book based on the learning for life module under a chapter "HIV/AIDS scenario in the State and urgency of the Educational interventions required" mentioned that as per a survey conducted in different States, it was found that in the age group of 15-24 the knowledge about HIV/AIDS, its transmission etc. was very less and the schools were the most effective means of providing information on HIV transmission prevention to young people. It further mentioned that AEP had been introduced as a critical initiative in reaching young people and providing them with skills and accurate information to protect themselves from HIV. The Handbook contained all description about sexual activities with diagrams and data.

3.6.16 **Facilitators' Handbook for Refresher Teacher Training** ---- The contents of the book were as follows:-

- Aim of the Adolescence Education Programme
- Purpose of the Handbook for Refresher Training of Teachers
- Agenda for the refresher training for teachers etc.

The main objective of the handbook was to enable the facilitators to effectively conduct the refresher training of teachers who had earlier undergone the first level of training under the AEP. The book had to be used in conjunction with the facilitators' Handbook for Training of Trainers and included additional exercise to strengthen components that were highlighted in concurrent assessments and evaluation. For this purpose the teachers were expected to be well versed with the reproductive system, issues surrounding growing up, sexuality and gender.

3.6.17 **Facilitators' Handbook for Training Peer Educators**---- This book dealt with the role of the Peer Educator in the AEP content and methodology for conducting the Peer Educators' Training etc. The book was a component of the toolkit prepared for the AEP and built on the Facilitators' Handbook for Training of Trainers. It had been developed with a view to facilitate the Peer Educators' training within the AEP for supporting the teacher in conducting the AEP and school-community projects to increase HIV/AIDS awareness in the community.

3.6.18 The handbook intended to equip every student in Grade IX-XI with correct knowledge and skills to protect themselves from HIV such as practicing abstinence, delaying sexual debut and resisting negative peer pressure that might lead them to adopt risk-taking behaviour. The handbook also contained material on physical development and physiological changes.

3.6.19 Flip Chart: Teaching Aid for the classroom:---- Flip Chart being the most debatable and controversial publication, the Committee concentrated on the material included therein. The Committee noted that the Flip Chart was prepared as an aid with images/information for the teachers to conduct different sessions of the AEP. The Teachers' Workbook which complemented the Flip Chart provided that nodal teacher would conduct four sessions which will be covered in a time period of 16 hours; but if the nodal teacher felt that 16 hrs. period was less, then the duration could be increased also. The Flip Chart was structured with a student page (an image page) and a reference/guide page facing the teacher, while teaching in the class. Important tips for using the Flip Chart were clearly outlined.

3.6.20 The Flip chart had attempted to link the growing up in a world with that of HIV/AIDS. In four sessions it covered the growing up, sexually transmitted infections and HIV/AIDS, reinforcing skills essential for HIV prevention and Activity and Question Box Session. It mentioned that young people were among most vulnerable to risk behaviours and require accurate information and a safe space to discuss issues about growing up, reproductive health including safe sexual behaviour. The Flip Chart contained the following talking points for girls and boys separately:-

Talking points on girls:

- (i) feeling during first menstruation.
- (ii) feelings when breasts started to develop.
- (iii) what happened every month during and after menstruation in girls.
- (iv) what was the menstrual hygiene, etc.

Talking points on boys:

- (i) discussion on the feelings about their first erection or wet dream.
- (ii) how their relationships with girls started to change with physiological changes in their bodies and face peer pressure about sex.
- (iii) Discussion about first ejaculation, and erections (this is when the penis fills up with blood and becomes hard among the boys). Erections might occur when boys may think of sexual things or for no reason at all.
- (iv) Voice change and growth of pubic hair.

3.6.21 A part of the Flip Chart discussed about the female reproductive system including the external as well as internal sexual organs with diagrams. In one of the key messages, it is mentioned that masturbation was normal and did not lead to blindness, impotency or any other abnormality. The Flip Chart under the chapter 'Mapping your Body', provided that each group in the class would be given a outline of the male and female reproductive systems to label the parts. The students would be asked to discuss the "local slang" versions of the private parts of the body as well as the different vernacular words in the mother tongue. The material advocated that masturbation was an alternative method of satisfying oneself and was not harmful. It further advocated that teenage pregnancy could be avoided by using condoms.

3.6.22 In another part the Flip Chart emphasised the triplet ABC, *i.e.* A for abstinence, B for be faithful and C for use condoms correctly and consistently in order to ensure prevention of HIV/AIDS. It mentioned that young people were under a lot of peer pressure to become sexually active and to 'say no' to sexual intercourse was not enough. Instead they were to be informed that they should not indulge in sexual intercourse, till a certain age. Advising the adults who wished to have multiple partners, it advocated that one should stick to only one partner to avoid risking his/her life to HIV. It further educated that if a person was indulging in penetrative sexual (vaginal, oral and anal) intercourse then he should use a condom. Young people needed to either stop having penetrative sexual intercourse or continue to have safe sex, like mutual masturbation, touching, rubbing etc. in other words they could abstain completely from sex or use a condom to avoid contracting sexually transmitted diseases.

3.6.23 At page No. 36, safer sex was been defined as any sexual exercise which did not involve semen, vaginal fluids and blood entering another person's body or coming into contact with broken skin such as:

- (i) Non-penetrative sex-stimulating your own or your partner's genitals (masturbation), thigh sex, massage or kissing;
- (ii) Using a condom for vaginal or anal sexual intercourse;
- (iii) Oral sex (mouth contact with male or female genitals) is less risky than unprotected vaginal or anal sex; and
- (iv) No sex (abstinence) is 100% safe.

3.6.24 The implementation of AEP was preceded by eight regional workshops across the country led by MHRD and supported by NACO and UNICEF during the period of March to May 2005. These workshops paved the way for development of State Action Plans for AEP. The process further culminated in the organisation of a National level meeting of Secretaries of Education of States/UTs and Project Directors, State AIDS Control Societies on Adolescence Education jointly by MHRD and NACO. In the meantime, the AEP toolkit was designed through a series of consultations, adapting from various materials being used in the State level programme, life skills modules from various states. The pilot field testing of the AEP material was done in Delhi and Andhra Pradesh.

3.6.25 The Ministry informed that while NCERT was identified as the nodal agency for the programme, CBSE was one of the implementing agencies under AEP. The CBSE had prepared its own training material which was contextualized to suit the socio-cultural ethos of the country.

ROLE OF VARIOUS GOVERNMENT AGENCIES IN IMPLEMENTATION OF AEP

3.6.26 The implementation of any programme or scheme depends on the network of coordination amongst various agencies right from stage of conceptualisation of the programme upto its implementation and monitoring. AEP has been claimed to be the output of such team efforts. A perusal of conceptualisation of AEP indicated that MHRD, NCERT, CBSE, IGNOU, NACO, NIOS, UNICEF made concerted efforts in not only conceiving the programme but also in facilitating the so

called consensus to introduce adolescence education in the schools. Role of some of these government agencies has been discussed in the succeeding paras.

Role of MHRD

3.6.27. The Ministry of HRD being the nodal Ministry was instrumental in framing the policies of Government and AEP was one of such programme which remained in the agenda of the Ministry for about last two decades. Pursuant to Inter Ministerial meeting on October 2004, MHRD was identified as the lead agency in overall implementation of Adolescence Education Programme, with financial and technical support from NACO, UNICEF and UNFPA. As an administrative Ministry, MHRD remained involved with the issue of Adolescence Education Programme right from the stage of its conceptualisation. The Committee noted that Ministry had kept itself engaged in the process of consultations with all stakeholders including the State Governments by holding regular meetings, workshops and seminars from time to time. During the entire process of forging the consensus, the Ministry had proved as an important link for different agencies and stakeholders. The fact that the Ministry launched the Adolescence Education Programme in 2005 testifies to its crucial role in the subject raised through the petition.

Role of CBSE

3.6.28. As far as CBSE is concerned, it was one of the implementing agencies under the Adolescence Education Programme. According to the Ministry, the CBSE conducted activities like development of material for training and co-curricular activities in schools, organisations of advocacy activities for educationists, administrators, parents and community members, training of master trainers, teachers, the peer educators and organisations of co-curricular activities focused on life skills development. The CBSE had prepared its own training material which was contextualised to suit the socio-culture ethos of the country.

3.6.29 The CBSE had conducted numerous programme for principals and teachers in private schools affiliated to it. The training material developed by CBSE for training programme under AEP had been prepared in consultation with NCERT and experts in the field, in addition to teachers, counselling, psychologists and doctors. CBSE through various subject committees developed class-wise syllabi based on NCERT syllabi. NCERT text books are used in schools affiliated to CBSE which also developed some text books and other kinds of material.

3.6.30 The Ministry of HRD informed the Committee that CBSE remained involved in almost all stages of consultations for AEP. The fact that the petition called for a national debate on introduction of sex education in CBSE affiliated schools also necessitated to analyse the role of CBSE in formulation of AEP. During the oral evidence before the Committee, the Chairman, CBSE submitted they were not imparting sex education to their students. He stated that sex education was neither a part of any curriculum nor had been integrated into any subject or incorporated as a separate subject. CBSE is also not using the flip chart they have not received any complaint on AEP. He clarified that AEP has been, introduced from class IX and not class VI. He further clarified that under AEP, only adolescence health issues were being discussed and not the reproductive sex issues. CBSE had devised its own curriculum covering four volumes addressing the needs of the principals and the schools', the resource persons and the nodal teachers and the needs of students as well. The Chairman, CBSE

informed the Committee that the concerns raised by the petitioners regarding the cultural ethos of the country, had been taken into consideration by re-looking into the material afresh. Chairman, CBSE also apprised the Committee about the periodic consultation process followed with the parents about the material. During the examination of the petition, the Ministry apprised the Committee that a committee to review the AEP was constituted with Chairman of CBSE as its Chair of CBSE. The review done by that Committee was later shared with the Committee by the Secretary, M/o HRD and Chairman, CBSE.

Role of NCERT

3.6.31 The petitioners had alleged that the curriculum had been designed by UNICEF and NACO instead of NCERT which otherwise was the right agency for preparing the curriculum. They further alleged that in the garb of HIV prevention, NACO was trying to impose its mandate through its curriculum in the schools. These allegations *prima-facie* appeared to be convincing and the Committee considered it appropriate to assess the role of NCERT in framing AEP in that backdrop.

3.6.32 On a query about the mandate of NCERT, the Ministry informed the Committee that NCERT had periodically revised the National Curriculum Framework (NCF) for School Education. The draft of NCF prepared or revised by NCERT was placed before the Central Advisory Board on Education (CABE) for its approval. All the Education Ministers of States, besides several others, including educationists, were members of CABE. Once the NLCF was approved by CABE it was used by all the States as a curricular policy document. Based on the National Curricular Framework, the NCERT developed proto-type subject-wise syllabus and text books for all the classes. The NCERT syllabi and text books were used in all the Kendriya Vidyalayas and Navodaya Vidyalayas. States also used the NCERT syllabi and text books as proto-type material, quite a few of them adapted/adopted NCERT text books. Elaborating on the role of NCERT, the Ministry clarified that it had been associated with the process of planning of Adolescence Education Programme right from the stage of Inter-Ministerial Meeting. The group preparing the toolkit had interaction with the NCERT faculty that was working in the area of adolescence education as a part of National Population Education Project. NCERT had also been coordinating the implementation of the project on Adolescent Reproductive and Sexual Health in the schools.

Role of NACO

3.6.33 The issue of NACO in framing the AEP curriculum had been a contentious issue. The Ministry informed that since NACO was implementing the School AIDS Education Programme in schools through SACS and wanted mainstreaming of adolescence education programme in all schools, it was felt that NACO, being a Central Government agency, would be the right organization to prepare the material in consultation with other stakeholders. The Ministry of HRD was made the nodal agency and took steps ahead in collaboration with NACO, UNICEF and UNFPA to implement AEP.

3.6.34 The Ministry of HRD in reply to a question had admitted that the current programme was designed on the basis of key learnings and best practices from the School AIDS Education Programme, the National Population Education Project and Adolescent Reproductive and Sexual Health which were being implemented in several schools across states between 1993 to 2005. In 2005,

Ministry of HRD scaled up the AEP in collaboration with NACO as a class room based co-curriculum activity.

3.6.35 Director-General, NACO in her submission before the Committee said that the life skill education introduced in 1998 was earlier known as School AIDS Programme. In the year 2002, it was felt that the children should be taught about the growing up process the relationship with the opposite sex, saying no to sexual exploitation apart from the hormonal and body changes and the physical aspect of the reproductive health among young children and adolescents. From 2002 till 2005 there was intense consultation with NCERT, parents and teachers in the States as well as national level and the AEP was finally launched in June, 2005. She conceded that the programme received flak as the training and pedagogy in which the material should be taught were not correct. According to her, a Committee had been constituted to review these materials in consultation with NCERT, CBSE, VIMHANS, etc. so as to have a proto-type developed in consultation with all stakeholders.

3.6.36 In this context, the Committee is constrained to make certain observations on the role played by NACO in AEP. To the best of Committee's knowledge, NACO is an agency under the administrative control of the Union Ministry of Health and Family Welfare whose primary function is to create awareness about HIV/AIDS, disseminate scientific knowledge about the dreaded disease and to control its spread. How and under what circumstances NACO was asked to play a key role in AEP, remained unclear to the Committee. After having gone into the programme in detail, the Committee has come to the inevitable conclusion that the real objective of AEP appeared to vitiate the academic environment of the schools and cause incalculable damage to the impressionable young minds and thereby corrupt the future citizens of our country. According to the Committee's assessment, attempt had been made to lend legitimacy to AEP by projecting an alarming scenario of school children being a high risk group for HIV/AIDS and thereby the need to impart education about the dreaded disease amongst school children by integrating AEP into the School Curriculum.

3.6.37 What is more intriguing is that even though MHRD has been designated as the lead agency to implement AEP, NACO had initiated a review of AEP material in the face of criticism, much before MHRD ordered a national level review. At one point of time AEP was being reviewed in parallel by the different agencies. The matter did not end there. Having completed its review, NACO was reported to have attempted to introduce AEP in school syllabus of some States independent of the exercise undertaken by MHRD at the behest of this Committee. This overenthusiasm of NACO in keeping itself firmly entrenched in the School Curriculum through the so called AEP, is quite perplexing to the Committee.

Chapter-IV

RESPONSE OF STATE GOVERNMENTS TO AEP

4.0 'Education' being a 'Concurrent' subject, it was important to have consultations with State Governments and solicit their responses on AEP. The Ministry of HRD claimed that such consultations were undertaken with State Governments being important stakeholders. In response to a question sent to the Ministry of HRD regarding the status of implementation of AEP in various States and UTs, the Ministry informed that there were several media reports about the opposition to AEP in some of the States and they had received official communications in that regard from those States. According to the Ministry, all the 28 States and 7 Union Territories initiated the AEP in 2005. They had prepared their respective plans of Action. The States/UTs were advised to adopt the toolkit circulated to them.

4.1 The Ministry communicated the following State-wise status of implementation of AEP:-

Gujarat : The training material and the curriculum provided to schools and topics of adolescence education regarding growth and development and sex education were reviewed and after due consideration the State Government decided to abolish the Adolescence Education Programme.

Karnataka : The State Government was not opposed to the Programme as such. They had planned to review the Programme under the Chairmanship of Hon'ble Minister of Primary and Secondary Education, Government of Karnataka.

Kerala : The Government was not opposed to the Programme. They reviewed some parts of the materials being used under the Programme.

Maharashtra : The State Government was not opposed to the Adolescence Education Programme. However, Hon'ble Minister of Education, Government of Maharashtra had given the following three assurances on the floor of Legislative Assembly.

- (i) Sex Education will not be given in schools in the State;
- (ii) Sex Education topics will be banned; and
- (iii) Teachers' handbook regarding the Adolescence Life Skills Education Programme will be banned.

Rajasthan: Teaching of AEP contents in schools would go against Indian culture.

Uttar Pradesh: The implementation of AEP was stopped owing to certain objectionable materials.

Madhya Pradesh: The State Government was not opposed to the Adolescence Education Programme. In fact the State Government had already constituted a Committee to review the material and resume the programme after necessary changes.

Chhattisgarh: The State Government had set up a Committee to review the material being used under the programme.

4.2 This Committee also decided to obtain the written comments of States/UTs. Accordingly, the Secretariat wrote a letter on 12th October, 2007 to all the States/UTs to ascertain the status of AEP. In response, 12 States/UTs furnished their views. State Governments of Meghalaya, Tripura, Andhra Pradesh, Karnataka and Mizoram informed that they had implemented AEP. Goa and Haryana were likely to follow suit after some modifications in the existing syllabus. In UT of Chandigarh and the State of Arunachal Pradesh, it was under consideration while the Government of Rajasthan and Andaman and Nicobar Islands Administration had not implemented the same. The Government of Uttar Pradesh proposed that all political parties should meet prior to taking any decision about implementing AEP in the schools of respective States.

Implementation of AEP in NCT Delhi

4.3 Government of NCT of Delhi had prepared its own module named YUVA in two volumes to implement this programme. The Committee had scrutinised the YUVA volumes and observed that the material contained therein for implementing AEP was highly objectionable bordering on voyeurism. As an illustration, certain portions from Yuva-II are reproduced below which were found to be pornographic in nature:-

Pages-32: Class IX:

“The teacher should collect some picture from old magazines, depicting a pregnant woman, a small family, advertisement about contraceptive methods before the session and pin them on the board. This will create curiosity among the participants and build the right atmosphere for the session.

Greet the students and ask for one or more volunteers to explain how a baby is made. The students can raise their hands if they wish to help other out or to question or clarify any information.

Most of the participants will not be using the scientific terminology when they are with their peers. They will need to be able to use the correct or most descriptive vernacular for many of these parts. This can be difficult because of cultural taboos which consider many of these words as “rude words”, but it is important that they practice saying these words. You should expect a lot of shyness, embarrassment, giggling and laughter. You need to remind the students that it is important that they are able to use the correct words in their lives and in the training they will be conducting. You should also remind them that the purpose is not to embarrass but gather accurate information to protect their health.

Teacher may refer to the fact sheet for discussion on the subject.”

Page 33:

“Do you think touching private parts like breast, vagina, stomach, chest and thighs by a man can cause pregnancy in a girl?

Does sleeping together (side by side) by a man and a woman lead to pregnancy in a girl? Mention established methods of a woman becoming pregnant.

Do you think sexual intercourse between men and women always results in pregnancy?"

Page 34:

"Conception occurs when semen with live sperms is deposited in the vagina or cervix and fertilizes a live ovum.

Missing monthly periods, nausea, vomiting, enlargement of the nipples, full and tender breasts, positive pregnancy test etc. are signs of pregnancy.

Every sexual intercourse does not lead to pregnancy The ovum and the sperm should be live and have suitable uterine conditions for fertilization and implantation.

Pregnancy cannot occur by acts related to sex like touching, kissing, pelting, etc.; these are mainly done to show affection and also increase the pleasure of having sex."

Sexuality

Note for Teacher

"Safe sex requires adjusting ones feelings and desires according to the circumstances. Safe sex is a sexual relationship in which there is minimal risk of acquiring STIs and HIV/AIDS and also pregnancy. Abstinence, being faithful to one trustworthy (who in turn is faithful too) and healthy sexual partner and regular use of condom during penetrative sex are well known safe sex practice. Sexual adjustment is part of a person's total development into a mature individual. All adolescents need to know the details of safe sex.

Sex v/s Sexuality

During adolescence, sexual exploration and expression is common and normal. Sexual relationships may begin in adolescence either within or outside marriage. While sexual activity can be pleasurable, the consequences of unwanted and unprotected sex in adolescents can have life long health and economic consequences. Another part of our sexual identify is the sex that adolescents are attracted to romantically. This is called our sexual orientation. This can be heterosexual (attracted to the opposite sex), bisexual (attracted to both sexes) or homosexual (attracted to the same sex."

In view of the aforesaid explicit study material, the Committee decided to call the Chief Secretary of NCT for oral evidence before the Committee on 21st February, 2008.

4.4 While the details of interaction with of Delhi alongwith the Education Secretary the Government of NCT of Delhi have been covered in Chapter II, it is relevant here to mention that the Committee had drawn the attention of the Chief Secretary to the national review exercise being undertaken in the matter by a Committee under the Chairmanship of Chairman, CBSE and directed the Government of NCT of Delhi not to introduce the revised volumes in their schools unless and until the national review had been completed and a final decision taken by the Government of India to ensure that AEP curriculum of Delhi Government schools was in sync with the national consensus on the issue.

Media Reports on Developments in States

4.5 Though responses from most of the States were not received, the Committee kept a close track of print media coverage of the development on AEP implementation in States. The Committee noted that Maharashtra Government's reported attempt to introduce sex education in classes IX and XI from next academic session was opposed in the Legislative Assembly on 23rd April, 2008 causing the Speaker of the Assembly to ask Government to put in on hold. This was the second occasion when effort of State Government to implement sex education in the schools of the States caused uproar in the Legislative Assembly. The Committee also noted NACO's initiative to coordinate with the State Aids Control Society for launching AEP in Andhra Pradesh from 15th September, 2008. NACO has also been reportedly active in Kerala in organizing interactive sessions on AEP with different stakeholders.

Lukewarm response of States

4.6 This Committee was given to understand that the Review Committee constituted by HRD Ministry under the Chairmanship of Chairman, CBSE to review the National Adolescence Education Programme also sought the views of the State Governments in January/February, 2008 on the material being used by CBSE. However, only 6 States responded. Most of these States except Gujarat, where the AEP was put on hold, appreciated the CBSE prepared material. The details of comments received from the States/UTs find place later in this Chapter, under the heading 'Review of AEP Syllabus'. In a nutshell, the response of States/UTs on AEP has been lukewarm.

RESPONSE OF STAKEHOLDERS

4.7 The introduction of AEP has been opposed by majority of the stakeholders except the Central Government agencies who conceived the idea. Receipt of a petition that too from a representative of the teaching community and a social activist objecting to such introduction is a testimony to the simmering opposition to AEP. Objection to AEP in schools was so strong and vociferous that the Committee decided to issue a Press Communique in various newspapers (in English, Hindi and vernacular languages) to elicit the views of people from different strata of the society. The response from the public was overwhelming and as many as 45,000 (forty five thousand) memoranda in the form of postcards, inland letters, registered posts from a wide cross-section of the society including the parents, teachers, ex-MPs, doctors, academicians, students and NGOs were received. Only 17 memoranda favoured of AEP. A Delhi-based NGO namely *Shiksha Bachao Samiti* submitted a letter under oath before the Committee stating that they had received 4,15,000 memoranda from different parts in the country opposing the move of the Government to implement the AEP in schools.

4.8.0 The summary of representations received from various stakeholders against the policy of introduction of Adolescence Education Programme (AEP) in the school is given in the succeeding paragraphs

4.8.1 The contents of the curriculum of Adolescent Education Programme (AEP) has been designed by NACO allegedly with financial support from UNICEF and UNFPA and the NCERT which has expertise in curriculum development suitable to cultural needs of our society, has been left out in designing the course. The National Curriculum Frameworks of 1978, 1988, 2000 and 2005 designed by NCERT harped upon the notion of having respect towards the opposite sex and little bit about healthy sex and sexuality. But the present syllabi has overlooked those aspects highlighted by the

NCERT. The alleged acceptance of foreign funding for advocacy of the curriculum had its hidden agenda by which the western countries would impose their culture upon us and destroy the value system of the country. The AEP in its present form would strike at root of *guru-shishya parampara*, besides the value system of the society and the institution of family. Eighty per cent of families in India are still joint families which have resisted cultural onslaught from the west and have still remained intact. The alleged foreign funding in the elementary education under the specter of HIV/AIDS is a blatant example of cultural invasion and an attempt to disintegrate our joint family system and the institution of marriage (*ek pati/patni*) and to destroy our cultural values which have been nourished for the last ten thousand years.

4.8.2 The material of AEP particularly “Flip Chart” and reference book for teachers namely, “Teachers’ Work Book” and “Facilitators, Hand Book for Training of Trainers” carried explicit details about alternative methods of sex like anal and oral sex, method of safe sex, etc. which are obnoxious and would ignite the curiosity of students about experimentation, resulting in teenage pregnancies and promiscuity. The use of condom, a proclaimed method of safe sex, for protection from Sexually Transmitted Diseases (STD) and unwanted pregnancies, is not actually cent per cent safe. Instead of telling the teenagers that they were not physically and emotionally ready for sex and that HIV/AIDS has no cure and nothing is safer than abstinence till marriage, the material advocates use of condom for safe sex, which is actually not so. Marriage between a boy and girl below twenty-one and eighteen years of age, respectively, is an offence and sex with someone below sixteen years of age, even with consent, tantamount to rape. The material further advocates that sex is a ‘wholesome pleasurable experience’ which would prod their sense organ to experiment such thing under peer pressure, which is not only immoral but also illegal in the eyes of law.

4.8.3 The reference books for teachers contain units of interactive session in the classroom where teacher would instruct the boy and a girl volunteer to touch different parts of each other’s body closing their eyes till the other feels uncomfortable. It implies that the minor students would be asked to touch private parts of each other which would outrage the modesty of girls. The teacher who carries custodial burden having command and control in the class room might be vulnerable to criminal charges under Sections 354, 355 and 509 of Indian Penal Code (IPC). Allied to that, the senior officers who are responsible for formulation and implementation of the policy might be dragged to the court of law as abettors of such crime. It may trigger communal tension in case a boy of one community touch body parts of a girl of a minority community. It has been apprehended that there might be increase in instances of sexual harassment in the classroom either by the teacher or follow students of opposite sex. Further, showing naked figures of male and female with full focused description of male and female genitalia to minor children might attract penal action under the sections of IPC dealing with obscenity. The material teaches that masturbation is a physiological need and considered as not harmful to health. It is not the case for the protein deficient boys and girls especially from the Below Poverty Line (BPL) families and they might be prone to tuberculosis in case of such regular practice and while trying to prevent AIDS, the programme would be exposing them to another disease.

4.8.4 Once sex education is introduced, there would be peer pressure amongst growing children for its experimentation, which would increase rape in society as consent below the age of sixteen years is not considered as consent in the consensual sex. Again in consequential termination of teenage

pregnancies would contribute to increase of crime graph of the society. Therefore it would add more problem than solving those.

4.8.5 In western countries debate is doing the rounds for discontinuance of sex education which had various negative fallouts *viz.* teenage pregnancies leading to decrease of virginity age. The teenage pregnancies are increasing in those countries inspite of having advanced knowledge and affordability of safe sex. Schools in France are quipped with nurses to distribute contraceptive pills to the girls in the morning following the night in which she had unsafe sex. Schools in the U.K. were connected to abortion centres to terminate teenage pregnancies. It has become mandatory in the USA to seek consent of parents before imparting such programme to their children. We should not turn a blind eye to the repercussions of sex education in the western countries, which may manifest in our country shortly.

4.8.6 Even as the teachers who are mature individuals cannot be stated to have full control over the powerful instinct for sex, how could a minor be asked to exercise restraint after giving them lessons on sex. Where children are dying due to diseases like diarrhoea, tuberculosis, cancer which are equally fatal like AIDS, what is the necessity of exposing minors students to the safe sex for AIDS prevention without taking focused measures to control other fatal diseases.

4.8.7 Sex is not a subject of education; rather time and nature would teach everyone in due course. Sex education would destroy the career and character of the adolescents. The syllabus should be shown to the parents before imparting the same to their children by obtaining former's consent.

4.8.8 Sex education is against the ethos of our society. It would rather uproot the cultural values and belief which we have cherished since the vedic era. Instead of teaching them abstinence in sex, the material promotes sexual gratification by way of masturbation and homosexuality amongst adolescents. Mahatma Gandhi's idea on sexual knowledge that education should be used for controlling or overcoming sexual passion instead of stimulating it, might be taught to adolescents. If sex education was introduced in schools as has been done in European countries, we would have condom dispensing machines and abortion clinics in our schools soon.

4.8.9 The cultural attitude of sexuality in India is different from the western world. Sex has been considered as a sacred union. In our culture, self-imposed restraint and abstinence are societal regulations. *Bhagwat Gita* has restricted sex within the institution of marriage for procreation. Indian sociological thought gives importance to *niyama* (the right way of deciding things), *sayama* (restraint) and *sradha* (reverence/sanctity). Sex (*Kama*) has been prescribed to be exercised within the boundary of *dharma* (righteousness). Otherwise unbridled sexuality prevalent in the Northern Hemisphere might corrupt our society. Our cherished goal of upholding ethical excellence might end up in ethical vacuum as had happened in western society. Therefore, our children should be taught self-restraint, character-building, respect for people and wisdom, in place of the current curriculum on sex education.

4.8.10 There was no need for such education in the schools as it has been traditionally imparted by parents and blood relations in joint family, for centuries in our country. Chapters in the Biology syllabus is enough to give rudimentary ideas about the reproductive organs. At best a chapter on AIDS

can be added in the syllabus to spread its awareness. Sixteen hours capsule course of AEP for adolescences in uncalled for.

4.8.11 The policy of the Ministry of Human Resource Development is violative of the spirit of the Constitution and is particular Art. 39 (f). The minor students should be taught specifically about intellectual and physical strength, cleanliness, deep thinking, purity of thought, spiritual strength, meditation, instead of sex education.

4.8.12 It has been alleged that the figures of AIDS patients in the western countries were not deliberately made available whereas the figures of HIV/ AIDS patients in India, where self-restraint is taught and practiced, have been used by the authorities to impose the western model of sex education upon us. The discrepancy in the figures of AIDS patients maintained by NACO has been pointed out. The claim of NACO that adolescents are more most vulnerable to AIDS is not accepted.

4.8.13 Instances of teachers without science background being trained in the AEP and reluctance of majority of them to take the classes in view of obnoxious contents of the syllabus, have been brought to the knowledge of the Committee. Instead of sex education and alternate method of sexual gratification, adolescents should be taught abstinence in sex and sublimation of sexual energy into spiritual energy for development of character and career.

4.8.14 The material in its present form was not acceptable as the curriculum to be taught to adolescents in the classroom. There should be a review of the curriculum in the greater public interest.

4.8.15 Proper consultations with teachers, parents, students, sexologists, psychologists have not been taken.

4.8.16 Recommendations contained in the 86th Report of Parliamentary Standing Committee on HRD in the context of NCERT curriculum have been ignored.

4.8.17 Why NACO was entrusted the task of preparing AEP material when education is the area of educationists; NCERT and SCERT should prepare the curriculum. It is not the mandate of NACO to prepare school curriculum.

4.9.0 Summary of representations received from organizations/individuals in favour of AEP and on issues connected therewith is given in the succeeding paragraphs.

4.9.1 Sex education should be given in schools because children do not get proper education through mass media or even through their parents. Children are often sexually abused at home or outside and through sex education, they will come to know how to protect themselves from such abuse. A teacher of same sex is the best guide to teach him/her about sexuality/maturity at teen.

4.9.2 Children should get well conceived basic information from a supportive and non-titillating source, otherwise they will seek information from inaccurate and potentially harmful sources. That is why sex education at school is a welcome move.

4.9.3 Youngsters often get trapped in bad habits due to invasion of pornographic materials on internet, magazines, movies, videotapes etc. Lack of sex education is also one of the important reasons for such diversions. Since now the society is no more as inhibited as it used to be, sex education should be incorporated as a subject.

4.9.4 Sex education is to be imparted with a view to spread the knowledge about AIDS/HIV and to contain it, and also sex-related crimes, violence, human trafficking, sexual abuse of children, licentious behaviour, promiscuity, anarchy in sexual life, spread pornography. Sex education, as planned now and in the situations obtaining would directly and indirectly convey to young minds that there is nothing wrong in instant satiation of sexual instinct, only if 'safe sex' is practiced. A sincere, comprehensive movement on the strength of correct understandings of proper and higher morality and ethics, involving parents, guardians, teachers and all right thinking people is necessary to create social awareness on the issues and to find the right path to come out of the problem.

4.9.5 Sex and sexuality education is the process of helping the young as a guided tour through this journey of acquiring information and forming attitudes and beliefs about sex, sexual identity, relationships and intimacy. It is also about developing skills of young people so that they make well informed choices about their behaviour and feel confident and competent about acting on these choices. Sex education is essential to protect oneself from abuse, exploitation, unintended pregnancies, STD and HIV/AIDS. Sex education works when it is started early before teenagers reach puberty, and before they develop a pattern of behaviour. It is important not to delay providing information to young people but it should begin when they are young. Basic information provides the foundation on which more complex knowledge is built up over time.

4.9.6 At present, sex education as taught in the public schools is incomplete as it does not cover morality associated with sex, sexual dysfunctions and deviations and the institution of marriage. Parents, elder brother and sisters have also to play a role in imparting sex education to their children and younger siblings, respectively.

4.9.7 Sex education should be called as Human Reproductive Science. The subject should be taught as one of the topics in Biology. Separate classes should to be held for both boys and girls. Basic information about sexual organs and their hygiene may be taught from sixth standard onwards. The details about how a link is formed can be taught from VIII Standard onwards. Moral values in life and advise as to why premarital sex is to be avoided should also be given simultaneously during these teaching sessions. This will balance the emotional status of the child so that the child will not indulge in any unwanted sexual activities after the sex education classes.

4.9.8 Indigenous methodology should be used to impart "Social Health Education" (SHE) and a three pronged approach be adopted to implement the programme:

- Phase-I** Information and Awareness (IA)
 - Provide facts
 - Dispel myths and misconceptions
- Phase-II** Empowerment with Accountability (EA)
 - Minimize risk behaviour
 - Maximize responsible behaviour
- Phase-III** Collective/community Action (CA)
 - Involve individuals and groups
 - Facilitate a movement

Schools: School intervention will be at IV levels. The first two level for the teachers, the third for the peer educators and the fourth for general students.

4.9.9 Sex education should be a part of the parent-child and teacher-student communication process and not a clinical lecture that children cannot relate to:

Parents do not realize that clinically given sex education reduces it to a lesson in reproductive biology.

It disconnects sex from sexuality. While school students know about AIDS but they fail to connect it with their own situation.

Students are incapable of handling such information as they have no knowledge about sexuality.

[Sexuality includes a gamut of emotional and physical issues-ranging from relationships, commitment, communication and sexual attitude to an individual's maleness or femaleness]

4.9.10 There can be 4D approach to learning: Discover, Develop, Design and Deliver-New innovative methods of sexuality education have to be invented and developed to suit different age groups. It is better not to wait for puberty to answer questions because by that stage children would have got the information from mostly wrong sources from their friends, medial and the internet.

REVIEW OF AEP SYLLABUS

4.10.0 The Committee had, in its initial stage of the examination of the petition, decided that the AEP material needed a review. After its interaction with the petitioners and others, the Committee was of the unanimous view that the AEP in its present form was not acceptable as a curriculum to be taught to the adolescents in the classroom. While the Committee was engaged in the process of interactions with stakeholders, the Government had already initiated the review of AEP material. The Secretary, Department of School Education and Literacy confirmed before the Committee that a Committee under the Chairmanship of Chairman, CBSE had been constituted to review the AEP. On a query as to the time-frame of the review, the Secretary informed that the Ganguly Committee would submit its report within three months. Since the review was underway, the Committee felt it appropriate to refer an *Aide-Memoire* of all the representations received by it, to the Ministry of HRD for consideration of the Review Committee. The Committee directed that AEP should be put on hold throughout the country, till the review exercise was completed.

4.10.1 The Ministry of Human Resource Development had constituted a Review Committee under the Chairmanship of Shri Ashok Ganguly, Chairman, CBSE with the following as its Members :

- (1) Director, Ministry of Human Resource Development (Dept. of School Education & Literacy).
- (2) Director General, National AIDS Control Organisation.
- (3) Prof. J.L. Pandey, Project Coordinator, National Council for Education Research and Training (NCERT).

- (4) Dr. Jitendra Nagpal, Senior Psychiatrist. VIMHANS.
- (5) The Secretary, National Institute of Open Schooling (NIOS).
- (6) Director, SCERT, Government of Andhra Pradesh.
- (7) Commissioner, NVS, New Delhi.
- (8) Commissioner, KVS, New Delhi

4.10.2 The Review Committee further constituted a sub-Committee comprising the following to review the AEP training package :-

- (1) Ms. Piya Thakur, Assistant Commissioner, Nominee of KVS.
- (2) Ms. Asheema Singh, Programme Director, NIOS, New Delhi.
- (3) Ms. Indu Kaushik, Principal, Kendriya Vidyalaya, Sector 3, Sadiq Nagar, Masjid Moth, New Delhi - 49.
- (4) Ms. Renu Laroia, Principal, DAV Public School, Dayanand Vihar, New Delhi.

4.10.3 The Committee had occasion to take cognizance of the methodology and the approach adopted by the Review Committee while reviewing the AEPs syllabus. It was noted that the Review Committee adopted a scientific method in reviewing the material by its individual members, the inclusion of individual feedback, placing questionnaire on public domain, sending the four manuals to all State Governments and obtaining feedback from the schools, parents and experts. The Review Committee placed its mandate in the public domain in respect of which a total 66 responses from individual stakeholders were received on the CBSE web site. The stakeholders provided significant inputs by way of suggestions for including more areas such as Anger Management, Decision Making, Moral Intelligence, Emotional Control, Personal Hygiene, Nutrition, Sex Abuse etc. in the AEP. The feedback further emphasized on career counseling development, sensitivity towards marginalized sections, importance of family environment and imparting of life skills.

4.10.4 The Review Committee also requested CBSE schools where Advocacy Programmes for Principals were conducted, to send their feedback on AEP material prepared by CBSE. Wide ranging suggestions for and against AEP material were received from 49 schools. Certain experts also gave valuable suggestions on the AEP. The Review Committee decided that the MHRD-NACO toolkit as well as CBSE's existing material, needed to be re-written keeping in mind the concerns of the adolescents in the larger canvas of the entire country. No line diagrams or anatomical details as presented in the earlier material prepared by NACO need to be reproduced as these are already part of Biology portion of Science Syllabus at Class X level. Similarly the Committee's attention was also drawn to the book 'YUVA' published by the Directorate of Education, Delhi and it was of the view that some of the activities as enunciated in the 'YUVA' need not be replicated at the school level. The Manuals now prepared were suggestive and had followed an approach of providing options and choices in the activities so that the Schools/States could pick and choose based on the local cultural context. The Review Committee recommended that the parents should be taken into confidence before

AEP is implemented in schools. There should be periodic interactions with parents to ensure their active participation at every step

4.10.5 The Review Committee recommended that the following new material may be used by the State Governments after necessary adaptations:

- Facilitators' Handbook ---- To be used by Resource Persons/Facilitators and Master Trainers
- Teachers' Workbook ---- To be used by Nodal Teachers/Peer Educators.
- Advocacy Manual---- To be used by Facilitators / Nodal Teachers for sensitizing Heads of Institutes.

The reference material had been prepared for the Heads of Schools and Teachers. It would be available with the State or Head of the Schools and also on the website *www.cbse.nic.in*.

4.10.6 It was informed that a total of seven meetings of the Review Committee were held to review the National Adolescence Education Programmes between 10th January, 2008 to 7th March, 2008.

4.10.7 The review done by the Ganguly Committee was reported to the Chairman of the Committee on 22nd April, 2008, who after going through the same asked the Secretary, (School Education and Literacy), Ministry of HRD to pursue with the State Governments for their response to the revised material within a cut off date, prepare the draft of new curriculum based on the review and take steps for approval of the competent authorities for implementation, after taking this Committee into confidence. The Chairman of the Committee clarified that it was not on a fault finding mission; instead it intended to strengthen the education system of the country based on a consensus emerging out of a national dialogue and debate on the subject.

Chapter-V

EXAMINATION OF SUBJECT BY THE COMMITTEE

5.0 Introduction of 'Adolescence Education Programme' in the Schools has been a debatable issue. Being matter of extraordinary social relevance the subject needed appropriate examination by way of widest possible interactions and deliberations with all sections of the society. The Committee was aware that it took twelve long years of deliberations at Governmental level before introducing AEP in the schools. A close scrutiny of the subject was therefore inevitable after a petition on the subject was referred to the Committee. The Committee therefore decided to inquire the issue threadbare and come to some logical conclusion.

5.1 To begin with, it was decided to put the subject of the petition in the public domain with a view to obtain maximum possible feedback. The subject thus became a topic for public discourse. The process of examination included the hearing of the petitioners and experts in Delhi, issuance of a Press Release, taking evidence of representatives of Central Government, analysing written and oral views of the representatives of State Governments, taking field visits to schools and interacting with the stakeholders including students, teachers, parents, educationists, leaders of religious groups etc.

5.2 The examination of the subject by the Committee commenced with its sitting in Delhi when the petitioners and the others deposed before it. The petitioners wanted to brief the Committee with a Power-point presentation but looking at the explicit contents in the hard copy of the presentation the Committee decided not to view such presentation. The witnesses were however given ample time to present their views before the Committee and the discussion spilled over to two meetings. The Members of the Committee raised some pointed and pertinent questions relating to the petition. The feedback received during interactions enable the Committee to decide its future course of action.

5.3 One of the effective methods of assessing public opinion was to issue a Press Release in the media, both print and electronic, across the country inviting suggestions, views/comments of individuals, institutions and organisations and to generate a serious national debate on the subject. This Press Release proved to be a powerful tool in projecting the subject in the public domain (i) An unprecedented number of Memoranda were received from the length and breadth of the country. All the suggestions received in response to the Press-Release were considered by the Committee and an 'Ad Memoire' prepared which was referred to the Ministry of HRD for consideration of the Ganguly Committee.

5.4 With a view to strengthen its examination process, a comprehensive questionnaire was sent to the Government. The replies to the questionnaire gave an important insight into the intricacies of the subject.

5.5 'Education' being a 'Concurrent' subject, the Committee was of the considered view that inputs from the States were necessary in the formulation of a national consensus on the subject. It was felt that the State Governments being the implementing agencies, would better guide the Committee by sharing their field experiences in implementation of AEP in their schools. As directed by the Committee, the Secretariat wrote letters to all States/UTs seeking the implementation status of AEP. In response only 13 States/UTs had sent their views. The Committee heard the representatives of six

States during its visits. The representatives of Delhi Government and others were specifically called before the Committee with a view to ascertain the status of 'Yuva' School Adolescence Education Programme being run in Delhi. Government schools. The meetings with the representatives of the State Governments could be described between serious sessions to friendly interactions.

5.6 In order to ensure fruitful interactions and for better feedback on the subject, the Committee during its field visits adopted flexible procedures so that all those who were interested to share their view with the Committee could do so without any difficulty and officials. Before proceeding on the visits, the regional print media of the respective places were requested to give adequate publicity to the purpose of the Committee's visits so that interested stakeholders, including teachers, students, parents, leaders of religious groups, educationists, NGOs interested in the subject could appear before the Committee and present their viewpoints. At the venues of the interactions, unofficial atmosphere was created where the stakeholders including the general public could come and express their views on the subject before the members of the Committee in a free and frank manner. The general public had also an option to submit written memoranda before the Committee. The students, teachers and parents also got opportunities to interact with the Committee during visits to the respective schools. The whole exercise enabled the Committee to acquire as much better significant feedback.

5.7 During the whole process of examination of the subject, the Committee had kept an open mind and afforded adequate opportunity to all sections of the civil society and the authorities to share their perceptions with it. Directions issued by the Committee to the authorities from time to time were based on extensive examination and direct feedback from different sources.

5.8 During the examination of the subject the Committee also kept a close track of behind the scene developments related to implementation of the AEP in some States in a surreptitious manner, as reported by the media. The Committee also took cognizance of a parallel exercise of introducing revised sex education modules being undertaken by NACO in some States. The Committee had on numerous occasions disapproved the role of NACO in the arena of school education and it was therefore quite surprising That NACO remained active on AEP front despite being clearly indicated by the Committee not to interfere in the area of functioning which rightly belonged to the HRD Ministry. The confusion which prevailed due to divergent approaches taken by State Governments and UT. Administrations in implementing AEP and review of AEP syllabus being undertaken by two agencies of the Government, engaged the attention of the Committee. At times it appeared to the Committee as if MHRD and NACO are pulling in different directions and no one seemed to know who was in real control. Occasionally, the Committee got the impression that MHRD was acquiescing in the role being played by NACO.

Chapter-VI

OBSERVATIONS/RECOMMENDATIONS

6.0 This has been one of the very few subjects on which the Committee has spent a great deal of time spread over a period of one year and five months spanning into nine sittings, visits to half a dozen States and interactions with hundreds of persons from various walks of life including experts, academia, students, teachers, parents, psychologists, psychiatrists, educationists, civil society activists, leaders of religious groups *et al.*

6.1 The Committee discovered that in the name of ‘Adolescence Education’, multiple agencies of the Government of India had tried to introduce a syllabus in the school curriculum which had the potential to pollute the young and impressionable minds of students by exposing them to indecent material. It was shocking to note how so many agencies of the Government could come together, conceptualize a syllabus, provide all kinds of justification for it, spent substantial amount of money in the printing of the material and then circulate it throughout the country with the avowed aim of providing scientific information and knowledge to the adolescents whereas the reality was that the AEP volumes were highly objectionable and bound to be rejected lock, stock and barrel. According to the Committee, Adolescence Education Programme (AEP) is a cleverly used euphemism whose real objective was to impart sex education to school children and promote promiscuity. The Committee observes that had this petition not been brought before it and had the media not highlighted the seamy side of AEP, the authorities would have gone ahead in full stream in implementing the AEP throughout the country which would have done incalculable damage to our school children who are the future citizens of this country. It is ironical to note that dissemination of information about HIV / AIDS, and its prevention and propagation of safe sex by using condoms, are the key features of the AEP meant for the target group of school children between 14 to 18 years which was sought to be passed on to the school curriculum in the guise of AEP. The Committee had gone at great length to find out whether there really existed any justification for introduction of AEP, with focus on HIV/AIDS, but did not come across any credible study or survey which could establish that the school children in the age group of 14 to 18 years were in the high risk group prone to HIV / AIDS.

6.2 School education and the curriculum building are the exclusive domain of the Ministry of Human Resource Development, Government of India and the specialized agencies under its control, namely, NCERT, CBSE, etc. The Committee is constrained to observe that in the present case neither the Ministry of HRD nor the specialized agencies performed their assigned role. It is also intriguing to the Committee as to why National AIDS Control Organisation (NACO), a body under the Union Ministry of Health and Family Welfare was so actively involved in the whole process and was given a primacy in the building up of the AEP syllabus. The Committee could not understand why the Ministry of HRD continued to acquiesce in the role played by NACO and virtually condescended to it inasmuch as NACO had interestingly taken up review of the AEP syllabus much before the Ministry of HRD had commissioned a relook. It appeared as though NACO was the original author of the AEP Programme and was in charge of its implementation, review and subsequent modification in the contents of the programme.

6.3 Another disturbing factor which came to the surface, in the exercise undertaken by the Committee, has been the total lack of coordination amongst various agencies in formulating and implementing the programme. Yet another disturbing aspect has been lack of adequate consultations with State Governments and other stakeholders in formulating and implementing the programme in the light of the fact that ours is a federal polity and that the State Governments had expressed divergent viewpoints on the subject. 'Education' being in the 'Concurrent List', it was desirable that views of all State Governments ought to have been ascertained and a consensual approach taken before implementation of the scheme in the States and the Union Territories. In the initial stage of examination of the subject, the seriousness of the matter was not fully realized. It was only after the petitioners and others brought to the notice of the Committee the objectionable texts, sketches and diagrams in the literature of AEP, than it was realized that the issue needed to be inquired thoroughly. The parents were kept in the dark about the contents of the syllabus; the subject was never put in the public domain, no attempts made to forge a national consensus on such an important subject affecting the lives of our school children. The Committee would like to recall that in its first meeting which was convened to hear the petitioners and others, hard copies of the powerpoint presentation were made available to it. Having gone through them, the Committee decided not to have the powerpoint presentation as it would have been very embarrassing to Members, officials and witnesses present in the Committee Room, to view them. It was really an unpleasant task for the Committee to go through the material of an indecent nature in the four volumes of AEP and the YUVA volumes brought out by the Government of NCT of Delhi. If such could be the reaction of a Parliamentary Committee, one could well imagine the negative effect it would have on our school children. Nevertheless, the Committee draws satisfaction over the fact that due to the initiatives taken by it, the vigilance displayed by the civil society' activist, spiritual leaders, and other stakeholders and some of the State Governments, that it was able to bear enough pressure on the Government to put the AEP on hold till a new version of the programme was formulated and national consensus arrived at before actual implementation thereof. The Committee also draws solace from the fact that a misconceived AEP was thoroughly revised by a committee under the Chairmanship of Chairman, CBSE which did not contain any of the objectionable matter found in the earlier syllabus.

6.4.0 The Committee having deliberated at great length on the pros and cons of the petition makes the following recommendations:----

6.4.1 There should be no sex education in schools.

6.4.2 Message should appropriately be given to school children that there should be no sex before marriage which is immoral, unethical and unhealthy. Student should be made aware of marriageable age which is 21 years in case of boys and 18 years in case of girls and that indulging in sex outside the institution of marriage was against the social ethos of our country. Students should also be made aware that child marriage is illegal and is injurious to the health of girl child. They should also be educated that consensual sex below 16 years of age amounts to rape.

6.4.3 Appropriate, age specific curriculum should be drawn up for Scientific Health Education, Moral Education, Personality Development and Character Building, Environmental Awareness

and Social Awareness. Health Education may include education on hygiene and physiological changes which takes place in the adolescents especially amongst the girls.

6.4.4 The curriculum may commence from 8th Standard onwards to be implemented in all the schools of the country --- Government, Public and Private. Education about HIV / AIDS and need to control this deadly disease including Sexually Transmitted Disease may be imparted in the higher classes. Appropriate chapters thereon may be considered for inclusion in the syllabus of 'Biology', not before 10+2 stage.

6.4.5 Awareness of our rich cultural heritage needs to be spread amongst school children by using latest technology like audio animatronics shows, hi-tech museums, cultural tableaux, theme parks etc., so that the target group takes keen interest in the subject. Student should also be taught the values of our family system and the need to preserve it.

6.4.6 The new curriculum should include appropriate material on the lives and teachings of our great saints, spiritual leaders, freedom fighters and national heroes so as to re-inculcate in children our national ideals and values which would also neutralize the impact of cultural invasion from various sources.

6.4.7 In this context the Committee would like to stress upon the fact that our school syllabi must cater to the needs and requirement of our society and culture. Our country's social and culture ethos are such that sex education has absolutely no place in it. Basic human instincts like food, fear, greed, coitus etc. need not be taught, rather control of these instincts should be the subject of education. But present academic system incites stimulation of instincts which is detrimental to the society. To focus Indian education on 'instinct control' should be the important objective and for that the dignity of restraint has to be well entrenched in education.

6.4.8 The Committee is happy to note that the revised curriculum drawn up by the Review Committee under the Chairmanship of Chairman, CBSE has tried to take care of the various contentious issues to a large extent and as such is more acceptable than the previous curriculum. In comparison to the old curriculum, the revised curriculum is apparently more customized with an Indian outlook. In the new curriculum various new aspects of human relations and personality development have been explained properly which are necessary for children in the present times. **In this context the Committee would like to make the following suggestions:**

- **Chapters like 'Physical and Mental Development in Adolescents' and 'HIV/AIDS and other Sexually Transmitted Diseases' and other Chapters related to these topics may be removed from the present curriculum and included in the books of Biology not before the 10+2 stage. This would be more effective, appropriate and acceptable.**
- **The remaining Chapters be made more extensive and introduced under a new name 'Character Building and Personality Development Programme'.**
- **"Naturopathy", "Ayurveda", "Unani" and "Yoga" be made integral part of the new syllabus.**

- **The ultimate aim of the new syllabus should focus on the total development of the child.**

6.5 Today there is a need to reintroduce the subject of moral values in our school curricula since society seems to have lost much of its faith in the ethical value of humanity. These values have always been emphasized in the Indian scriptures and epics. What has been viewed for so long as a family responsibility, value education should become an important part of the curriculum of any educating body. The responsibility of strengthening the values of a society lies not only in the individual hands; educators must assume the role of mentors in this time of need and bring about change to usher in a better world ---- a world of unselfish concern for those around us.

6.6 It is to be remembered that in the past, elders themselves taught values to their wards. Parents led by example. Grandparents enlightened young receptive minds with stories, fables and parables. Today, many Indian parents have hardly any 'Quality Time' for their children because of their preoccupations. Often grandparents are in homes for the aged. Young people pursue glamour and materialistic attainment. Swami Vivekanand is relevant even in these modern days when he says,

"...Today, when material ideas are at the height of their glory and power, today when man is likely to forget his divine nature, through his (growing) dependence on matter, and is likely to be reduced to a mere money-making machine, an adjustment is necessary..."

This adjustment can unarguably be brought about by value education. It is now important to stress the need for value education as an important activity of educators of all streams of studies in schools and colleges.

6.7 Educators in India need to awaken to the most precious task of teachers, that is, rekindling in the minds and hearts of its students an increased awareness about the strengths of their values. Curriculum designers must become sensitive to this dimension of education because it is an area that has attracted little or no attention until recently, since it was assumed that all students uphold moral values and belief systems. The truth is that, on the whole, they are, but these values are slowly becoming obscured in the growing materialism of the young workforce.

6.8 Teachers in India must be entrusted with the task of helping to mould the character of students. This responsibility involves many painstaking exercises for the teacher. Teachers who help students must learn to listen to the specific comments they make. This assistance will help to determine the type of value system that guides their behaviour. Students who are listless and apathetic should become more purposeful and self-directed after being trained in value education.

6.9 Every teacher should aspire to strengthen students' minds, fortify their hearts, vitalize their thoughts, and help them crystallize their principles. Teachers must help students clarify their values so that they can make wise choices when faced with confusing options. Schools and Colleges must become the training ground for students to become better-adjusted, tolerant, and neighbourly citizens. This should also be backed up by professional guidance and counselling sessions.

6.10 In conclusion, the Committee would like to recommend to the Union Ministry of Human Resource Development to consider the observations and recommendations made by it in this Chapter while finalizing the new syllabus on the basis of the revised curriculum submitted by

the National Review Committee. After taking into consideration this Committee's observations and recommendations, the feedback received from the State Governments and UT Administrations, the feedback received from parents, teachers and other experts and the general public, the Ministry should finalise proposals on the new syllabus, which would act as a model for the entire country, and obtain approval of the competent authorities. Thereafter this matter may be placed before the Chief Ministers' Conference so that a general consensus is arrived at before implementing it in all the schools of the country.

6.11 Pending finalization of the new syllabus, the Committee calls upon the Ministry of HRD (Department of School Education and Literacy) to issue advisories to Chief Secretaries/Education Secretaries of all States/UT Administrations to withdraw the existing AEP literature from all schools, State run or CBSE affiliated, if those are still in circulation. The Committee would like the Ministry of HRD, being the nodal Ministry, to clarify to all concerned that pending finalization of a national policy on the new curriculum, no other set of instructions should be allowed to be introduced in the Schools, in any form or manner. Learning from past experience, the nodal Ministry must ensure that the entire process is completed under its superintendence, direction and control.

6.12 The Committee calls upon the Ministry of Human Resource Development, Department of School Education and Literacy to apprise it of the action taken on its recommendations at the earliest.

PETITION JOINTLY SIGNED BY
MS. ASHA SHARMA, A RESIDENT OF KAROL BAGH
(NEW DELHI) AND
MS. PRATIBA NAITTHANI, A RESIDENT OF
BORIVALI (MUMBAI) PRAYING FOR NATIONAL
DEBATE AND EVOLVING CONSENSUS ON THE
IMPLEMENTATION OF THE POLICY FOR
INTRODUCTION OF SEX EDUCATION IN THE CBSE
AFFILIATED SCHOOLS AND HOLDING BACK ITS
INTRODUCTION UNTIL THEN

APPENDIX-I

(Vide para first of the Report)

To

The Council of States [Rajya Sabha]

The Petition of Smt. Asha Sharma and Pratiba Naitthani.

Sheweth

India has a rich cultural heritage and the values cherished by our ancestors over the centuries have been preserved assiduously. The real education of Children begins at home where parents shape them as they grow up by teaching them the moral values. The Onslaught of western culture through various TV Channels has riot dented our cultural values so far. On the other hand, disgusted with the hollowness of their system, quite a large number of people from the United States of America and Western countries are heading towards India to seek solace in the religious values that we offer them. It is because of the need to preserve our cultural identity that pornography is banned and various TV Channels have to exercise self restraint in showing indecent pictures or else the Government steps in. A case in point is the recent ban imposed on the AXN Channel.

2. Against this background, the recent decision of the Ministry of Human Resource Development to impart sex education to the students of Class-VI onwards in CBSE affiliated schools has shocked the conscience of all the culture loving people of the country. The primary consideration behind this decision is said to be AIDS driven. With the sex education programmes in schools being aimed at dispelling myths about sex and helping children acquire knowledge that will help them prevent sexually transmitted diseases including AIDS, the curriculum and the training programme for teachers has been got prepared from the UNICEF whose outlook is west-oriented and which has no knowledge about Indian conditions. The material that they have prepared for sex education in the schools in our country, as reported in the media, is quite frightening which, if implemented, will promote promiscuity of the worst kind. As reported in a section of the media, students of Class-VI will be taught gory details of condom usage including mock demonstration from the class teacher using an actual condom. This is just an illustration and other details of the proposed curriculum are so horrific that they cannot be described in words. Worst of all, sex education lessons will now be “enacted” by students and teachers inside the class room. Thousands of teachers are being currently trained to impart this modern version of sex education to all students in schools affiliated to the CBSE. Students going even to nursery and primary schools will not be spared the revelations of sex education.

3. To say the least, the proposed move of the Government to include sex education in the school curriculum will strike a body below to the cultural fabric of our society that we have nourished over the decades. As the old adage goes *“Lajja Istree Ka Gahna Hai”* and the very thought of telling them in the name of sex education as to how sexual act is performed and what precautions should be taken is most reprehensible and condemnable. It will not be an exaggeration to say that in the name of sex education to school kids what will be taught to them are the values of Kamasutra. The marriageable age of a girl in our country at present is 18 years which seemingly is based on the premise that the girl has to be mentally and physically in a position to understand intricacies of the bond of marriage. Teaching School kids of tender age about sex negates this very concept of the age of marriage much

as they would have sexual relations before they reach the age of marriage. It may be the policy of the Government to impart sex education but how it should be imparted and children of which age group should be covered are matters which need serious deliberation. Every country has a social milieu and culture of its own and the programmes that the western countries are following cannot be implanted in our system in the form they are being run-there. What is, therefore, imperative is that in matters of such a sensitive nature, before the decision is implemented and curriculum decided there has to be a consensus among the teachers, parents, sociologists and psychologists or else the innocent children will become so involved in sexual relations that their academic education will be a casualty. Academic atmosphere will be seriously vitiated and the possibility of public places becoming dens of sexual acts, as in western countries, cannot be ruled out. The remedy will prove to be worse than the disease. It is understood that even schools in USA are required to take consent from parents before imparting sex education but here nothing of this sort has been done while taking the decision to impart sex education to school kids. The fact of the matter is that the moment the parents and guardians of school children come to know as to what is being taught to their children in the name of sex education, there will be a mass upheaval in the country which the Government may find difficult to cope with.

4. In view of the foregoing submissions your petitioner accordingly prays that there should be a national debate on the issue by involving different segments of society including teachers, parents, sociologists and psychologists and only after a consensus is reached in the matter, a policy on sex education should be framed and implemented with due approval of Parliament. Till that time the decision of the Government to introduce sex education in CBSE affiliated schools be put on hold and the sex material approved as part of the curriculum be withdrawn forthwith.

Name of petitioners	Address	Signature
Asha Sharma	4/4a WEA Karol Bagh, New Delhi-110005	<i>Sd/-</i> (Asha Sharma)
Pratiba Naitthani	311- Dharati, Satyanagar, Borivali – W Mumbai-92	<i>Sd/</i> (Pratiba Naitthani)-
		<i>Sd/-</i> Counter Signature of Member of Rajya Sabha

APPENDIX-II

(Vide para 2.0 of the Report)

Comments on the petition received from the Ministry of Human Resource Development

(Vide O.M. No.4-29/2007-Sch-6 dated 6th August, 2007)

Subject: Petition regarding introduction of sex education in CBSE affiliated schools.

The undersigned is directed to refer to Rajya Sabha Secretariat O.M. No. RS.9 (11)/2007-com-ii Dated 22.5.2007 on the above mentioned subject. Comments of the Ministry of Human Resource Development are as under:-

Adolescence Education Programme is designed as a life education programme with a component on skill HIV preventive intervention by targeting adolescents with information on HIV as well as life skills as the most effective way to stem the spread of infections. Its school based component is primarily meant for students of secondary and higher secondary classes (IX-XII) to provide age-appropriate accurate and scientific knowledge about the process of growing up during adolescence, to prevent HIV/AIDS and substance (drug) abuse, and to develop in them a positive attitude and life skills, so that they may face challenges of life completely, safeguard themselves from risky situations, and practise responsible behaviour for a healthy life. A Note on Adolescence Education Programme is enclosed.

Comments on the issues raised in the petition

Issue 1. Sex Education Programme in schools and the curriculum and training programme for the teachers has been prepared by UNICEF, whose outlook is west oriented and has no knowledge about Indian conditions. Thousands of teachers are being currently trained to impart this modern version of sex education to all schools including nursery and primary schools.

Comments: It may be noted that the programme is one of adolescence education and not of sex education, secondly the programme is not meant for students of primary classes, but is for students of secondary and higher secondary classes (classes IX-XII, age group 15-18). Thirdly, the tool kit that has been prepared is meant for use by teachers and is not meant to be used by students as text material. The States have been requested to modify the content appropriately to make it contextual and in keeping with the local requirement, and keeping in mind the socio-cultural ethos and sensibilities.

Issue 2. While it may be a policy of the Government to impart sex education the content and age group being covered needs serious deliberations across the society involving all stake holders. And there has to be a consensus among teachers, parents sociologists, and psychologists.

Comments: The programme was developed by the Ministry in collaboration with National AIDS Control Organisation (NACO). Under the programme, 2 teachers are trained from each

secondary/higher secondary school to impart 16 hours of life skill based education in a year to the students of classes 9 and 11. The programme was developed after wide consultation not only with State, national and international level institutions, but also with educationists, social scientists, psychologists, teachers, and parents. It is focused on the needs of the adolescent students. These needs are also reflected in the National Curriculum Framework, 2005.

Issue 3. Keeping in view the foregoing there has to be a national debate involving different segments of the societies till such time the decision of the Government to introduce sex education in CBSE affiliated schools needs to be put on hold and material which has been drafted as a part of the curriculum be withdrawn forthwith.

Comments: The content has been finalized through wide ranging consultation with experts, subject specialists and teachers, and a national tool kit was developed by NACO in collaboration with State Departments of Education and State Aids Control Societies. The States have also been requested to adapt or modify the material according to the local requirement based on the socio-cultural ethos.

It may be noted that there have been no complaints from the teachers or parents on the life skills education being provided to the students. It is essential to provide children with scientifically correct information through school based interventions which provide safe learning space for young people by focusing on specific behavior, use active and personalized teacher training methods, provide guidance on how to respond to social pressure and offer opportunities to practice communication and negotiations skills. The programme provides opportunities to learn and practice life skills such as decision making and communication which in turn can help enhance other important areas of adolescents development.

NOTE ON ADOLESCENCE EDUCATION PROGRAMME (AEP)

Ministry of Human Resource Development has not taken a decision to introduce sex education right from primary stage in schools.

The Ministry launched the Adolescence Education Programme (AEP) in 2005 and it is being implemented in all the States and Union Territories in collaboration with the National AIDS Control Organisation (NACO). The Programme is addressed primarily to the students of secondary and higher secondary stages (Classes IX-XII) and not for students of primary stage. The Adolescence Education Programme is aimed at the following two major objectives:

1. Organisation of life skills focused co-curricular activities for students of secondary and higher secondary stages, (particularly for classes IX & XI); and
2. Integration of adolescence education elements in school syllabi and textbooks, teacher education courses, adult literacy programmes and other innovative educational programmes.

Adolescence Education Programme focuses on the following three major content areas: (i) Process of Growing Up during adolescence; (ii) HIV/AIDS; and (iii) Drug (Substance) Abuse. These content areas are related to the needs of adolescent students, but are yet to be integrated in the school curriculum and teacher education courses.

Objectives of Adolescence Education

The major objectives of adolescence education are: (i) to provide age appropriate accurate and scientific knowledge to students about process of growing up during adolescence, HIV/AIDS and drug (substance abuse) and (ii) to develop in them positive attitude and life skills regarding these issues, so that they may face the challenges of life competently, safeguard themselves from risky situations and practice responsible behaviour for a healthy life.

Activities under the Programme

With a view to attaining the above stated objectives various kinds of educational activities are organized under AEP. Training of teachers is given the utmost priority, so that they organize educational activities effectively. The teacher training focuses on the teaching methods and adopts participatory mode of interaction, so that the teachers are fully empowered to handle this area competently.

The materials that have been developed under the Programme have been finalized through consultation with experts, subject specialists and teachers across the country. These materials have been properly pre-tested. Moreover, the users of these materials at various levels have been categorically requested to adapt these according to their respective socio cultural ethos.

Adolescence Education Programme was developed through consultations with not only State, national and international institutions but also with educationists, social scientists, psychologists, biologists, teachers and parents. It is focused on the needs of adolescent students. These needs are

reflected in the National Curriculum Framework 2005 developed by National Council of Educational Research and Training (NCERT) and approved by the Central Advisory Board on Education (CABE).

The National AEP Toolkit

The primary source of the Toolkit, training materials is the “Learning for Life’ Module developed by NACO, UNESCO, and UNICEF. The Toolkit is developed by NACO and UNICEF in collaboration with State Departments of Education and State AIDS Control Societies (SACS) and the content is based on State Level materials which have been field tested. This Toolkit is made up a series of materials, which include:

- (a) Learning for Life Modules
- (b) Training and Advocacy Materials
 - Facilitators’ Handbook for Training of Trainers/Teachers
 - Facilitators’ Handbook for Training Peer Educators
 - Facilitators’ Handbook for Refresher Teacher Training
 - Advocacy Materials for conducting Advocacy are also included in the Facilitators’ Handbook for TOT and Teachers’ Workbook
- (c) Classroom Materials
 - Teachers’ Workbook
 - Peer Educators’ Workbook
 - Flip Chart
- (d) Resource Materials
 - Teachers’ Reference Book
 - Frequently Asked Questions Booklet for Students

The Facilitators’ Handbook, Teachers, Flip Chart, Students’ Booklet Frequently Asked Questions and Resource Materials for Teachers have been consolidated from the SAEP materials in use by different State AIDS Control Societies (MDACS, MSACS, TNSACS, APSACS, WBSACS, and Karnataka SACS).

Only the Frequently Asked Questions and Facilitators’ Handbooks for Training Peer Educators is given to students and other materials are to be used by the teachers and master trainers.

Integration of Adolescents Education components in School Curriculum and Teacher Education curricula.

As a part of AEP, adolescence education components are being integrated in school and teacher education (both pre and in-service) curricula. In the first National Core Committee (NCC) meeting held in December, 2005, Chaired by the then Secretary, Secondary &

Higher Education, (MHRD), it was decided to content analyze the school textbooks, teacher education courses and adult literacy materials.

Workshops were conducted by NCERT between June and August 2006 to content analyze these materials. In total, 1957 textbooks of 19 States, elementary teacher education courses of 16 States, secondary teacher education syllabi of 37 Universities from 20 States and 322 titles on adult literacy materials from 23 State Resource Centres were analyzed. It was found that integration of adolescence education concerns was adequate both quantitatively and qualitatively. In the second NCC meeting, which was held on 9 March 2007 under the Chairmanship of Secretary, Secondary Education & Literacy, it was decided that NCERT would now do the mapping in collaboration with States for facilitating effective integration of AE contents in school syllabi and textbooks.

IGNOU (Indira Gandhi National Open University) is also developing a model syllabus for B. Ed. courses for teachers, which is in the final stages.

The States were also advised that this Toolkit is not a formal publication of DoE (MHRD), NACO, or UNICEF, may be freely reviewed, quoted, reproduced or translated, in part or in full to suit the local context, provided the source, is acknowledged.

The Press coverage of the protests suggests that they are primarily against the visual depiction of growing up stages (male and female pictures), visuals of reproductive system (male and female) and select exercises in volume I of YUVA module developed by Delhi Education Department under AEP.

All the States/UTs through Education Secretaries have been advised to scrutinize the contents of the present set of materials being used under the AEP from the point of view of the local cultural sensitivities. Similarly, all the Secondary Education Boards who are major partners in the implementation of the programme have also been advised to undertake a similar scrutiny.

NACO has decided to review the AEP Toolkit at the Central Level through a Committee constituted with the representation from educationalists, Doctors, Child psychologists, interfaith coalition members and communication experts, in a time bound manner.

In view of the position explained on pre pages, it is requested that the petition may not be admitted,

Encl. as above

sd/-

To

(A. Indumati)

The Rajya Sabha Secretariat,
Parliament House Annexe,
New Delhi-01

Under Secretary to Govt. of India

**MINUTES OF THE
MEETINGS OF THE COMMITTEE**

XVI
SIXTEENTH MEETING

The Committee met at 3.30 P.M. on Monday, the 24th September, 2007 in Committee Room 'C', Ground Floor, Parliament House Annexe, New Delhi.

PRESENT

1. Shri M. Venkaiah Naidu ---- *Chairman*

MEMBERS

2. Shri Nandi Yellaiah
3. Shri V. Narayanasamy
4. Smt. Maya Singh
5. Shri Moinul Hassan
6. Shri Subhash Prasad Yadav
7. Shri Dinesh Trivedi

SECRETARIAT

1. Shri Tapan Chatterjee, *Joint Secretary*
2. Shri J. Sundriyal, *Joint Director*
3. Shri D.K. Mishra, *Deputy Director*
4. Shri Ashok Kumar Sahoo, *Assistant Director*

PETITIONERS

1. Smt. Pratiba Naitthani,
Lecturer (Political Science),
St. Xaviers College, Mumbai
2. Smt. Asha Sharma,
All India Joint Gen. Secretary
Rashtriya Sewika Samiti
4/49 WEA, Karol Bagh,
New Delhi- 110005

WITNESSES

3. Shri Joginder Singh,
Former Director, CBI
4. Dr. J.S. Rajput,
Ex-Director, NCERT
5. Shri O.P. Gupta,
Ex-Ambassador
6. Shri Dinanath Batra,

National Coordinator,
Shiksha Bachao Andolan,
I-17, Lajpat Nagar Part-III,
New Delhi-110024

2. The Chairman welcomed both the petitioners and the witnesses from different walks of life, who were supportive of the petition, to the sitting of the Committee. He mentioned that the recent decision of the Ministry of Human Resource Development, Government of India to introduce sex education under the nomenclature of Adolescence Education Programme (AEP) from class IX onwards in all Central Board of Secondary Education (CBSE) affiliated schools in the country in general and from class VI onwards in Schools run by Government of Delhi in particular, has shocked the conscience of culture loving people of the country in view of the fact that the contents of the curriculum approved by the Ministry of HRD (Deptt. of School Education and literacy), Government of India and the Deptt. of Education, Govt. of Delhi carried explicit pictures about the anatomy of human sexual organs, messages regarding sex, alternative method of sex, methods of safe sex, etc. which if implemented would promote promiscuity of worst kind, making the character and career of the taught, a major casualty. Both the petitioners had prayed for withdrawal of the curriculum, and if that is not possible, to hold back its implementation until a consensus had emerged through national debate amongst all stakeholders including teachers, parents, sociologists psychologists, *et al.* They alleged that the curriculum had been designed by UNICEF & NACO primarily for the purpose of AIDS prevention rather than imparting scientific knowledge of personal hygiene. The Chairman mentioned that the Committee was open to views from all stakeholders and was also interested to undertake study visit to different parts of country to ascertain the opinion of a cross-section of the public and stakeholders from different regions. Thereafter, he gave the floor to the petitioner to make an oral presentation instead of the power-point presentation, which was too explicit in its contents to be viewed by the Members. He felt that the presentation would have caused embarrassment to the lady Member of the Committee and to the petitioner who themselves were ladies.

3.0 The first petitioner, who hails from teaching community, like the second over, was of the view that the material of AEP particularly "Flip Chart" and Reference Book for Teacher's namely "Teachers' Work Book" and "Facilitators, Hand Book for Training of Trainers" carried explicit details about alternative method of sex (anal and oral sex) method of safe sex, etc. That would ignite the curiosity of students about their experimentation resulting in promiscuity and teenage pregnancies. The petitioner stated that use of condom, claimed to be a method of safe sex for protection from Sexually Transmitted Diseases (STD) and unwanted pregnancies, was not actually cent per cent safe. Instead of telling the adolescents that they were not physically and emotionally ready for sex and HIV / AIDS has no cure and nothing is safer than abstinence, till marriage and to be faithful to one partner after marriage, the material was promoting use of condom,. She submitted that marriage with anyone below eighteen years of age was an offence and sex with someone below sixteen years of age, even with consent, tantamount to rape. The material tells them that sex was a wholesome pleasurable experience which would prod their sense organ to experiment such thing under peer pressure, which was not only immoral but also illegal in the eyes of law.

3.1 She added that the material got prepared jointly by UNICEF and NACO and had predominantly western influence, was done in the name of AIDS prevention. In that context, she pointed out

discrepancies in the figure of AIDS patients in India quoted by NACO and raised doubt about the method of arriving at the conclusion that adolescent school children were most vulnerable to the dreaded disease. He urged the Government to give focused attention on diseases such as jaundice, hepatitis, malaria afflicting most children rather than making them target group for AIDS prevention.

3.2 The petitioner cited the experience of the western countries where a debate was going on for discontinuance of sex education which had serious fallouts like teenage pregnancies leading to decrease of virginity age. The teenage pregnancies was increasing in those countries inspite of having advanced knowledge and affordability for safe sex. Even schools in France were quipped with nurses to distribute contraceptive pills to the girls in the morning following the night in which she had unsafe sex. Schools in the U.K. were connected to abortion centre to terminate teenage pregnancies. It had become mandatory in the USA to seek consent of parents before imparting such programme to their children. She reminded that we should not turn a blind eye to the repercussions of sex education in the western countries, which may erupt in our country after a few years. The education was, therefore, not suitable in the cultural context of our country and the circular of the Ministry of Human Resource Development, Government of India introducing such education might be withdrawn forthwith. It might act as a dampner on another programme of that. Ministry for universalisation of education particularly of girl child.

3.3 The second petitioner supplemented the first petitioner by saying that there was no need for such education in the schools as it was being imparted by parents and blood relations in joint family for centuries in our country. The programme had been designed for prevention of AIDS which in turn would encourage the adolescents to experiment safe sex, which was again not cent percent safe. She informed the Committee that being a social worker, she had already received five thousand letters from the mothers of young child studying in schools in Delhi, opposing such programme.

3.5 One of the witness, who headed the country's premier investigative agency, was of the view that foeticide was on the rise even without sex education. Once sex education was introduced, there would be peer pressure amongst adolescents for its experimentation, which would increase rape in society as consent below the age of sixteen yeas was not considered as consent in the consensual sex and consequential termination of teenage pregnancies, which would contribute in increase of crime graph of the society. Therefore it would add more problem than solving those.

3.6 The next witness touched upon legal and social flaws of the sex education policy of the Government As the teachers reference books contained provisions of interactive session in the classroom where teacher would instruct the boy and girl volunteers to touch different parts of each other closing their eyes till other felt uncomfortable, which implied that the minor students would be asked to touch private parts of each other which would outrage the modesty of women. The teacher carried custodial burden, having command and control in the class room, might be vulnerable to criminal charges under Sections 354, 355 and 509 of Indian Penal Code. Allied to that, the senior officers who were responsible for formulation and implementation of the policy, might be dragged to the court of law as abettors of such crime. It may trigger communal tension in case a boy of one community touched body parts of a girl of a minor community. Further showing naked figures of male and female with full focused description of male and female genitalia to minor children, might attract penal action under the Sections of IPC dealing with obscenity. He regarded the message which held

that masturbation was a physiological need and considered as not harmful to health, to be false for the protein deficient boys and girls especially from the Below Poverty Line (BPL) families and they might be prone to tuberculosis in case of such regular practice. He was of the view that while trying to prevent AIDS, the programme would be exposing them to another disease-tuberculosis. Thus, he was of the view that sex education might be taught to students at graduate level in a scientific way.

3.7 Another witness, a former senior bureaucrat and a former head of the apex body way on school curriculum regarded the policy of the Government on sex education as a misadventure in the field of curriculum development which had been implemented under foreign funding managed by UNICEF and UNFPA. The external funding agencies were keenly interested in bringing in their own cultural influences. He treated the policy as a blatant example of cultural invasion. He questioned the reasons for assigning the task of preparation of curriculum on sex education to NACO inspite of having specialised institution (NCERT) for developing curriculum which was rooted to our culture and committed to progress. He mentioned that eighty per cent of families in India were still joint families, which had resisted cultural onslaught from the west and remained intact. He regarded the curriculum as a ploy to disintegrate the family system and rich cultural heritage which had been nourished since last five thousand years. He emphasised upon Gandhiji's view on education which was for integral development of body, mind and spirit. He referred to Eighty-sixth Report of Department Related Parliamentary Standing Committee on Human Resource Development on value education, which had recommended that children should know commonalities of all religions and respect the differences therein and respect five values of truth, peace, non-violence, righteousness, conduct and love. The Supreme Court had made reference to the recommendations of that Committee in its judgment delivered on 12 September, 2002.

3.8 The last witness associated with the running of a chain of schools under the name of 'Vidya Bharti' had been opposing the AEP under the banner of "Siskha Bachao Andolan Samiti". He was of the view that it had given cultural shock to our country and would promote promiscuity. He touched open the view of Swami Vivekanand on value education for character-building. He referred to four main Purusarthas - Dharma, Artha, Kama, Moskhya and adolescents should be taught to imbibe the exercise and method to gain restraint over the powerful instinct of Kama for the sake of character and career building till marriage, which was a trust to channelise the instinct through the use of intellect, only with single partner. He referred to incidents in the USA where the female teachers were eloping with their minor male students for sex but in India teachers are revered by the taught. Quoting Acharya Vinoba Bhave, he said that sex was not the subject of education; time and nature will tell it to everybody. He informed the Committee that Jainacharya Vijayratnasunderswarji, Asharam Bapu, former Chief Justice of India (Shri R.C. Lahoti) had opposed the introduction of sex education. He was of the view that such a move of the Government under the influence of UNICEF & NACO would have disastrous effect on the culture and family system of our country.

4. The interaction remained inconclusive and the Committee decided to hear the petitioners and the witnesses at 11.00 a.m. on 25 September, 2007 and directed the Secretariat to intimate the Secretary, Ministry of Human Resource Development about the cancellation of the sitting already scheduled to hear him on the petition. The Committee decided to issue a Press Communique for eliciting views of all stakeholders on the petition.

5. A verbatim record of proceeding of the meeting was kept.
6. The meeting adjourned at 5.00 P.M. to meet at 11.00 A.M. on 25th September, 2007

**XVIII
EIGHTEENTH MEETING**

The Committee met at 11.30 A.M. on Monday, the 11th October, 2007 in Main Committee Room, Ground Floor, Parliament House Annexe, New Delhi.

PRESENT

1. Shri M.Venkaiah Naidu ---- *Chairman*

MEMBERS

2. Shri V. Narayanasamy
3. Prof. Alka Balram Kshatriya
4. Shrimati Maya Singh
5. Shri Moinul Hassan
6. Shri Subhash Prasad Yadav
7. Shri Dinesh Trivedi

SECRETARIAT

1. Shri Tapan Chatterjee, *Joint Secretary*
2. Shri J. Sundriyal, *Joint Director*
3. Shri D.K. Mishra, *Deputy Director*
4. Shri Ashok Kumar Sahoo, *Assistant Director*

PETITIONERS

1. Shrimati Pratiba Naitthani
Lecturer, (Political Science)
St. Xaviers College, Mumbai
2. Shrimati Asha Sharma,
All India Joint Gen. Secretary
Rashtriya Sewika Samiti
4/49 WEA, Karol Bagh,
New Delhi- 110005

WITNESSES

3. Dr. J.S. Rajput,
Ex-Director, NCERT
4. Shri O.P. Gupta,
Ex-Ambassador
5. Shri Dinanath Batra
National Coordinator,
Shiksha Bachao Andolan,

1-17, Lajpat Nagar Part-III,
New Delhi-110024

6. Jainacharya Shrimad Vijay Ratnasundarsureswarji Maharaj Saheb
 7. Shri Vidyasagar Varma,
Former Ambassador
 8. Prof. Ravindranath Paul,
Vice Chancellor (Retd.),
Patiala University, Punjab
 9. Dr. Kapil Kapoor,
Pro-Vice Chancellor (Retd.),
Jawaharlal Nehru University, New Delhi
 10. Shri Anil Arya,
National President,
Arya Yuva Mahasammelan
 11. Shri B.P. Khandelwal,
Ex-Chairman, CBSE
 12. Shri Bhupendra Yadav,
Advocate, Supreme Court.
2. At the outset, the Chairman informed the Members about the sad demise of Shri S.R. Bommai (former Chairman of the Committee on Petitions) and Dr. L.M. Singhvi both Members of Rajya Sabha. Thereafter, he made obituary reference to their passing away. The Committee observed two minutes' silence as a mark of respect in the memory of the departed souls.
3. Immediately thereafter the Committee took up its listed business *i.e.* consideration of the petition on praying for national debate and evolving consensus on the implementation of the policy for introduction of sex-education in the CBSE affiliated Schools and holding back its introduction until then. The Chairman welcomed Members, petitioners and the witnesses to the sitting of the Committee and observed that the Committee was open to the suggestions/comments from a wide cross-section of society. He informed them that a press communique inviting suggestions had been issued to the print and electronic media. The Committee had decided to visit Chennai, Hyderabad, Mumbai, Bengaluru, Kolkata and Thiruvananthapuram in the near future to gather feed-back from the stakeholders including parents, teachers and others from that region in connection with petition under consideration. He mentioned that eleven States had refused to implement the AEP in their States. Then he requested the petitioners to add to the views already expressed in the last sitting.
- 4.0 One of the petitioner added that a lot of information on sex had been bombarded on the children through the electronic media the films and internet. She mentioned that the puberty age in Mumbai and Delhi had come down to ten years due to undue exposure to sex material by the media. She underlined the need for regulating the media to put restriction on the shows connected with, sleaze and sex.

4.1 Another witness adding to his previous deposition again emphasized on value education, self control, chastity, virginity for the integral development of the child.

4.2 A new witness, who was a spiritual leader of the Jain community questioned the necessity of imparting education about sex before the age of eighteen. According to him when the teachers who were mature enough, had not been able to control the powerful instinct of sex, how could the minor being immature be asked to exercise restraint after giving them lessons on sex. While referring to other diseases like diarrhoea, tuberculosis, cancer which are also equally fatal like AIDS, he sought to know the necessity of exposing minors students to the safe sex for AIDS prevention without taking focused measures to control other fatal diseases. To his mind it was not the subject of education, rather Time and Nature would teach that aspect to everyone in due course. Such education might destroy the value system in society and joint family system, institution of marriage (ek pati and ek patni) and consequently career and character of the adolescents would be major casualties. He submitted that the syllabus should be shown to the parents before imparting the same to their children for obtaining former's consent.

4.3 Another witness held the view that sex education was against the ethos of our society which would uproot the cultural values and belief which we had cherished for so many centuries in our country. Instead of teaching them abstinence in sex, the material intended to promote sexual gratification by way of masturbation and homosexuality amongst adolescents. Quoting Mahatama Gandhiji's idea on sexual knowledge, he mentioned that education which was used for controlling or overcoming sexual passion instead of stimulating it, might be taught to adolescents. He opined that if sex education was introduced in schools like it has been done in European countries, we would soon have condom dispensing machines and abortion clinics in our schools. He felt that the curriculum on sex-education, which had been prepared by UNICEF and NACO contained explicit details about sexual intercourse, was found to be highly objectionable. He apprehended that there might be increase in instances of sexual harassment in the classroom either by the teacher or fellow students of opposite sex. He held that our society gave importance to spirituality which was antithesis of sex and our children might get diverted to sex-education and resultantly their talent which had been acclaimed world over might go waste in the long run. Furthermore, it might result in disintegration of joint family system, institution of family (one husband/wife system), loss of respect to elders and parents. The Department of Education should be directed to teach students about self-control and good conduct instead of sex education and the curriculum must be withdrawn from the schools at once.

4.4 One of the witnesses while drawing attention of the Committee to the fallout of sex-education in the western countries, was of the view that the cultural attitude to sexuality in the country which had produced *magnum opus* like *Kama Sutra* is different from the western country. Sex had been considered as sacred union and tempered through self-imposed restraint and also societal regulation. The Indian sociological thought, therefore, restricts sex within the institution of marriage (ek pati/patni) for procreation. Indian society gives importance to *niyama* (the right way deciding things), *sayama* (restraint) and *sraddha* (reverence/sanctity). Sex (*Kama*) had been prescribed to be exercised within the boundary of *dharma* (righteousness). Otherwise unbridled sexuality prevalent in the Northern Hemisphere would corrupt our society and our society which had attempted to uphold highest ethical standards, might end up in ethical vacuum, as had happened in the western society. The

witness emphasised that our children should be taught self-restraint, character-building, reverence for people and wisdom, in the place of current curriculum on sex education.

4.5 Another witness informed the Committee that the National Curriculum Frameworks of 1978, 1988, 2000 and 2005 had been designed by NCERT which harped upon the notion of having respect towards the opposite sex and little bit about healthy sex and sexuality. According to him the present syllabi had overlooked those aspects highlighted by the NCERT. In that context, he questioned the necessity of getting the material prepared by NACO without getting support from NCERT which had expertise in curriculum development. The acceptance of foreign funding for advocacy of the curriculum had its hidden agenda by which the western countries would impose their culture upon us and weaken the value system of the country. He questioned the need of sixteen hours capsule course fully knowing that reproductive organ had been part of Biology syllabus for decades. He was of the opinion that current sex-education would strike at the root of gurushishya parampara, value system, society and family system.

4.7 One of the witnesses, who was an advocate by profession, held the view that the policy of the Ministry of Human Resource Development was against the mandate of Article 39(f) and the Preamble to the Constitution. Another witness suggested that minor students should be taught about intellectual and physical strength, cleanliness, deep thinking, purity of thought, spiritual strength, meditation, instead of sex education.

5.0 A Member raised doubt about the competence of the teachers to teach the syllabus and wanted to know whether the master trainers were subjected to HIV/AIDS test. Another Member pointed out that the figure of AIDS patients in the western countries, where free sex allowed, were not deliberately made available whereas the figures of HIV/AIDS patients in the country, where selfcontrol is taught and practiced, had been highlighted by them to impose their culture of free sex upon us.

5.1 One of the petitioner replied that there were instances where teacher without science background were trained in the AEP and most of them were reluctant to take the class in view of obnoxious contents of the syllabus. She was of the view that a chapter on AIDS if added to the Biology syllabus would better spread awareness amongst the young children.

5.2 The Committee was of the unanimous view that the material on AEP in its present form was not acceptable as a curriculum to be taught to adolescents in the classroom and therefore, there should be an immediate review of the curriculum in greater public interest.

5.3 A verbatim record of the proceedings was kept.

6. The Committee adjourned at 1.30 P.M. to assemble at Chennai on 22nd October, 2007 during its study visit on the same petition.

XXII
TWENTY SECOND MEETING

The Committee met at 11.30 A.M. on Thursday, the 27th December, 2007 in Committee Room 'A', Ground Floor, Parliament House Annexe, New Delhi.

PRESENT

1. Shri M.Venkaiah Naidu --- *Chairman*

MEMBERS

2. Shri Nandi Yellaiah
3. Shrimati Maya Singh
4. Shri Virendra Bhatia
5. Shri Moinul Hassan
6. Shri Subhash Prasad Yadav
7. Shri Dinesh Trivedi

SECRETARIAT

1. Dr. V.K. Agnihotri, *Secretary-General*
2. Shri Tapan Chatterjee, *Joint Secretary*
3. Shri J. Sundriyal, *Joint Director*
4. Shri Rakesh Naithani, *Deputy Director*
5. Shri Ashok Kumar Sahoo, *Assistant Director*
6. Shri Arun Kumar, *Committee Officer*

WITNESSES

**I. REPRESENTATIVES OF THE DEPARTMENT OF SCHOOL
EDUCATION AND LITERACY, MINISTRY OF HUMAN
RESOURCE DEVELOPMENT**

1. Shri A. K. Rath, Secretary
2. Shri S.C. Khuntia, Joint Secretary
3. Shri V. Jayachandra, Director

II. CENTRAL BOARD OF SECONDARY EDUCATION (CBSE)

1. Shri Ashok Ganguly, Chairman
2. Shri Vineet Joshi, Secretary
3. Ms. Sadhana Parashar, Education Officer

**III. REPRESENTATIVE OF JAWAHAR NAVODAYA VIDYALAYA
SAMITI AND KENDRIYA VIDYALAYA SANGATHAN.**

- Shri O.N. Singh, Commissioner

IV. REPRESENTATIVE OF NATIONAL AIDS CONTROL ORGANISATION (NACO).

Ms. Sujata Rao, Director General

V. REPRESENTATIVE OF NATIONAL COUNCIL OF E-DUCATIONAL RESEARCH AND TRAINING (NCERT).

Shri J. L. Pandey, Coordinator

VI. VIMHANS

Dr. Jitendra Nagpal, Sr. Psychiatrist

2. In the absence of the Chairman, the Committee chose Shri Dinesh Trivedi to act as the Chairman. The meeting then commenced with Shri Dinesh Trivedi, M.P. in the Chair. At the outset, the Chair welcomed the witnesses. The Chair in his introductory observations *inter-alia* mentioned that the Committee had received more than 40 thousand memoranda from a wide cross section of the society in response to the Press-Release issued with regard to the petition on introduction of sex education in CBSE affiliated schools (Shri M. Venkaiah Naidur, Chairman, in the Chair). Referring to a lot of feedback received during the visit of the Committee to Chennai, Hyderabad and Mumbai in the last week of October, 2007, the Chairman emphasized the need for fruitful national debate on the subject. He further stated that the views of all State Governments/Union Territories were sought and comments of a few of them had been received. The Chairman wanted the Secretary of the Department of School Education and Literacy to apprise the Committee about the genesis of idea of introducing AEP; the stage by stage progress of the deliberations at Government level; the curriculum aspect of AEP and also the Ministry's effort to elicit public opinion about the programme. He observed that the Committee was open to all suggestions before finalizing its deliberations.

3. The Secretary submitted that Adolescence Education Programme had been introduced for the students of secondary and higher secondary classes *i.e.* from class IX to XII from the age group of 14 to 18. He mentioned that the AEP curriculum was developed in consultation with the State Governments, experts, educationists and also NACO. He informed that the tool kit developed by the Ministry is meant for teachers and not for the students. He conceded that there had been criticism of the tool kit and other material that had been developed. Following such criticism the Secretary, School Education and Literacy of Government of India had sent a letter to Education Secretaries of State Governments, Union Territories requesting them to review the material to ensure that the same was tuned with local socio-cultural ethos. According to him NACO was also in the process of reviewing the material and content for adolescent education at the central level through an expert committee comprising of educationists, doctors, child psychologists, experts, teachers, parents etc;. The Expert Committee will prepare a draft after seeking the opinion of stakeholders so that a generally accepted pattern was evolved.

3.1 The Chairman, CBSE in his submission apprised that the Board had more than 9000 schools affiliated to it but those were not imparting sex education to their students. He stated that sex education was neither part of any curriculum nor had been integrated into any subject or incorporated as a separate subject. CBSE schools were not using the flip chart and there was no complaint regarding AEP. He clarified that AEP was not being implemented from class VI and in fact it was

purely based on co-curricular activities and addressed to the students from class IX to class XII. He further clarified that under AEP only adolescence health issues were being discussed and not the reproductive sex issues. CBSE had devised its own curriculum covering four volumes addressing the needs of the principals and the schools' need of the resource persons and the nodal teachers and also the needs of students. He informed that the concerns raised by the petitioners regarding the cultural ethos of the country had been taken into consideration by re-looking into the material afresh. He also apprised the Committee about the periodic consultations process followed with the parents about the material. The Chairman, CBSE placed before the Committee the redrafted version of AEP as was being implemented as CBSE affiliated schools.

3.2 The Commissioner of Jawahar Navodaya Vidyalaya Samiti and Kendriya Vidyalaya Sangathan submitted that the programme had started in 60 N.V.S. schools in the year 2005 in two regions *i.e.* in Hyderabad and in Lucknow. They have identified the Assistant Commissioners, senior principals, senior teachers and staff nurses to be trained as resource persons for imparting education on the subject. Doctors and parents had been involved in implementation of the programme. N.V.S. had developed its materials to be used by the teachers and the same has also to be implemented in Kendriya Vidyalayas also.

3.3 Director General, NACO submitted that the life skill education introduced in 1998 was earlier known as School Aids Programme. In the year 2002 it was felt that the children should be taught about the growing up process; the relationship with the opposite sex, saying no to sexual exploitation apart from the hormonal and body changes and the physical aspects of the reproductive health among young children and adolescents. From 2002 till 2005 there was an intense consultation with NCERT, parents and teachers in the State as well as national level and the AEP was finally launched in June, 2005. She conceded that the programme received criticism as the training and pedagogy in which the material should be taught were not correct. According to her a Committee had been constituted to review these materials in consultation with NCERT, CBSE, VIMHANS etc. so as to have a proto-type developed in consultation with all stakeholders. She, however, underlined the need for proper education to the young children who were really vulnerable to the HIV infection.

3.4 Project Coordinator, NCERT submitted that the process of body development was added to the curriculum way back in 1988 but now the same had been focusing on the concerns related to physical, psychological and social development. He invited the attention of the Committee to the National Curriculum Framework 2005 which concludes that age appropriate context specific interventions on adolescent reproductive and sexual health concern including HIV/AIDS and drug abuse are needed to provide opportunities to children to construct knowledge and acquire life skills so that they can cope up with concerns related to the process of growing up. He submitted that all the States have been trying to incorporate the contents and the process of school education as per the adolescent material published by NCERT in 1999. According to him AEP launched in 2005 was the outcome of a very focused strategy which was considered very important to be launched in the context of HIV/AIDS and drug abuse. He however conceded that NCERT had not been a part of the entire process in developing the AEP curriculum.

4. The Members then asked certain questions, namely: How the NACO material got circulated in schools without consulting NCERT and CBSE? One Member wanted to know the feedback on

training teachers and the analysis of training course by experts. Another member wanted to know the rationale behind comparison of Indian culture with that of Western World and also the African culture. There was a query as to whether any survey had been conducted by Government to assess the feedback from the teachers and students. Members also asked questions raising from the role of UNICEF in this programme, the percentage of AIDS victims in the country etc. The representatives replied to the queries raised by the Members.

4.1 Winding up the discussion the Chairman observed that the interaction with the witnesses was a part of a debate and not a fault finding mission. He felt that our country which was moving fast must also take care of the mental and physical health of our children for which we need to evolve a balanced approach within the parameters of our culture. He shared his concern with the witnesses who had come before the Committee earlier that in western countries schools are attached with child pregnancy centres or abortion clinics. The Chairman thereafter directed that Secretary to furnish replies to the questionnaire referred to them and also copies of all those documents referred in the meeting.

5. The Committee thereafter discussed the study visit to Thiruvananthapuram, Bengaluru and Kolkata scheduled from 6th to 11th January, 2008 and decided to reschedule the same from 3rd to 8th February, 2008.

6. The Committee then adjourned at 1.35 P.M. to meet again on 19th January, 2008.

**XXIII
TWENTY THIRD MEETING**

The Committee met at 3.30 P.M. on Wednesday, the 23rd January, 2008 in Committee Room 'B', Ground Floor, Parliament House Annexe, New Delhi.

PRESENT

1. Shri M.Venkaiah Naidu ---- *Chairman*

MEMBERS

2. Prof. Alka Balram Kshatriya
3. Shrimati Maya Singh
4. Shri Moinul Hassan
5. Shri Dinesh Trivedi

SECRETARIAT

1. Shri Tapan Chatterjee, *Joint Secretary*
2. Shri Rakesh Naithani, *Deputy Director*
3. Shri Ashok Kumar Sahoo, *Assistant Director*
4. Shri Arun Kumar, *Committee Officer*

WITNESSES

1. Shri A. K. Rath, Secretary, Department of School Education and Literacy, Ministry of HRD
 2. Shri Ashok Ganguly, Chairman, CBSE,
 3. Shri O.N. Singh, Commissioner, NVS
 4. Shri Ranglal Jamuda, Commissioner, KVS
 5. Ms. Sujata Rao, Director-General, NACO
2. The Chairman welcomed the Members and the witnesses to the meeting. The Chairman pointed out that the Ministry of HRD had not furnished the replies to the queries and some documents asked for during the last meeting the Committee held *i.e.* on 27th December, 2007. He observed that there was a lot of confusion in the country regarding implementation of AEP due to lack of Coordinator among different agencies including State Governments on formulation and implementation of AEP. He questioned as to how the UNICEF and NACO were engaged for preparation of teaching material, a task which fell in the domain of NCERT. The Chairman wanted the Secretary to inform the Committee whether the Ministry had done any review of AEP at its level and whether implementation of AEP could be put on hold till the review was complete in view of the fact that the Committee had received more than 4,15,000 memoranda from different parts of the country opposing the AEP.
3. The Secretary submitted that the Ministry had constituted a Committee to review the entire matter under the Chairmanship of Chairman, CBSE with representatives from NCERT, NACO, National Council of Open Schooling, KVS, NVS and VIMHANS. He added that NCT Government of

Delhi and State Government of Andhra Pradesh had also been involved in the review panel. Besides, the Review Committee had also sought suggestions from the State Governments and other stakeholders in the matter. A questionnaire would be put on the CBSE website to elicit information/opinion of people. On the question, whether NACO was reviewing its material, the Secretary "Clarified in the affirmative and once NACO prepared its review report, it would be perused alongwith CBSE findings. He further added that the National Review Committee would complete its work by 30th March, 2008.

4. One Member of the Committee wanted the Ministry of HRD to keep the entire matter in abeyance till the Committee had its report on the subject. The Secretary submitted that the Ministry had not enforced AEP on the States and in fact they had been given a choice to review it and adopt it as per their convenience.

5. Chairman, CBSE submitted that the material given by the Ministry had not been followed blindly but was contextualized keeping in view the grassroot realities and also the cultural ethos of the country. The material had been revised after taking feedback from teachers, counsellors, students etc. But after constitution of the Review Committee, the material needed to be re-looked into from a different angle.

6. The Chairman observed that the Ministry was mixing up the subject of physiological development in boys and girls with that of AIDS control programme. To him the AIDS control programme had different perception and should not be merged with the school curriculum. There was a need of synergizing both value education as well as health education together and then a final shape should be given to curriculum. He emphasised on the need for educating children an physiological changes with ill effects or good effects of the same. The children should be taught that sex before marriage and before a particular age was wrong. Summing up the deliberations, the Chairman directed the Secretary, M/o HRD and Chairman, CBSE to take note of all the points which emerged during the discussion alongwith the gist of thousands of memoranda received by the Committee and the feedback Committee received during its visit to Schools in different States, while interacting with different stakeholders. He further directed the Secretary, M/o HRD to take the Committee into confidence before finalizing the curriculum and keep the programme in abeyance till the Committee finalized its recommendations and submitted its report to the House.

7. The Committee then adjourned at 4.22 P.M. on 23rd January, 2008.

XXIV
TWENTY FOURTH MEETING

The Committee met at 10.30 A.M. on Thursday, the 21st February, 2008 in Committee Room 'A', Ground Floor, Parliament House Annexe, New Delhi.

PRESENT

1. Shri M.Venkaiah Naidu ---- *Chairman*

MEMBERS

2. Shri V. Narayanasamy
3. Smt. Maya Singh
4. Shri Subhash Prasad Yadav
5. Shri Dinesh Trivedi

SECRETARIAT

1. Shri Tapan Chatterjee, *Joint Secretary*
2. Shri J. Sundriyal, *Joint Director*
3. Shri Rakesh Naithani, Deputy Director
4. Shri Ashok Kumar Sahoo, *Assistant Director*
5. Shri Arun Kumar, *Committee Officer*

WITNESSES

I. GOVERNMENT OF NCT OF DELHI

1. Shri Rakesh Mehta, Chief Secretary
2. Smt. Rina Ray, Secretary (Education)
3. Shri Sandeep Kumar, Director (Education)
4. Dr. Patanjali Dev Nayar, Project Director -YUVA
5. Dr. Pawan Sudhdir, Coordinator-YUVA
6. Smt. Saroj Kapoor, Consultant-YUVA
7. Smt. Nirmal Bagga, Teacher Educator
District Institute of Education & Training (DIET)
8. Smt. Poonam Virmani, Vice Principal, DOE
9. Smt. Kana Kapoor, Special Educator/Consellor-DOE
10. Shri Mahesh Kumar, Trainee, District Institute of Education &
Training (DIET)
11. Ms. Manish Meena, Trainee, District Institute of Education &
Training (DIET)
12. Ms. Komal Kumar, Trainee, District Institute of Education &
Training (DIET)
13. Smt. S. Satya Vathi, Parent of Govt. School Student

**II. DEPARTMENT OF SCHOOL EDUCATION & LITERACY, UNION
MINISTRY OF HUMAN RESOURCE DEVELOPMENT**

Smt. Indumathy, Director,

2. Welcoming the Chief Secretary, the Secretary, Education and other senior officers of the Department of Education, Government of National Capital Territory of Delhi, the Chairman in his opening observations, mentioned that the Committee was examining a petition praying that Government of India withhold the introduction of sex education in the CBSE affiliated schools till a consensus was evolved. He started that the Committee had not only ascertained the views of different States but even visited few States to get the feedback from all the stakeholders. The Chairman pointed out the objectionable contents including photographs printed in the YUVA volumes brought out by Delhi Government. He added that these volumes contain brazenly explicit material to be taught to the school children from VI class onwards and no civilized society would like to accept such education being given to their children. The Chairman also drew the attention of the Chief Secretary and Secretary (Education) to certain portions of the messages of Chief Minister, Education Minister and other authorities of Government of Delhi, published along with YUVA Volumes complimenting the project and feeling proud to be associated with the same. The Chairman wondered how could the authorities do so on a project whose effects on the Children would be devastating. He flagged the concern of the Committee that AEP material brought out by NACO had created an ugly situation and vitiated the school environment. The Chairman mentioned that the Union Government was reviewing the entire syllabus of AEP and also some States had reviewed the curriculum. The Chairman apprised the witnesses that there were views for and against the sex education in the schools and the Committee after discussion with all stakeholders will submit its report to the Parliament shortly containing its recommendation on the subject. He then requested the Chief Secretary to present his views.

3. The Chief Secretary mentioned that the YUVA life skill programme had to be seen in the context of overall improvement in social schemes which were intended to be imparted to the children so that they become responsible citizens when they grow up in the society. He informed that the YUVA programme contains positive values, health and hygiene components. He stated that as a result of the experience that had been gained, the whole thing was being re-written and a complete new draft of the programme was being prepared based on the feedback received from various quarters.

4. The Secretary, Education conceded that some material printed in the two volumes ought to have been written with much more sensibility. She clarified that the material was under review since January, 2006 and all the objectionable portions were being excluded in the final versions. She informed the Committee that out of 237 sessions in the final YUVA volume there would be 60 sessions on promoting positive values, 62 sessions on civic and social awareness and the third session would focus on scholastic performance. She also mentioned about the proposed inclusion of some lessons on nutrition in the new curriculum. She assured that the new curriculum would be culturally and socially appropriate and all the material will be checked by students, parents and other stakeholders before they were actually brought out. When asked why the YUVA volumes propagated about safe sex using condoms and depicting pictures, she assured that all objectionable material would be deleted in the new volume and also from the volume 16 Hours Package for Teachers. She admitted that it was a mistake to include such material in the previous volumes. She agreed to the suggestion of the Chairman that before finalising the review and implementation of the curriculum the Government

of NCT Delhi would take Ministry of Human Resource Development into confidence so that a healthy, moral and ethical education was provided to the students' in line with the national consensus.

5. One of the Members expressed his strong reservation over the compliments showered by the State authorities in their messages and preface to the YUVA volumes. He wanted to know the genesis behind introducing such objectionable material. He further desired to have certain information about the Technical Support Team of the Department of Education, NCT Delhi. He pointed out that the impugned volumes tend to increase the sexual activity more than addressing the concerns of spread of HIV/AIDS. He further emphasized the need for moral values and inclusion of moral science as one of the subject in the school curriculum.

6. Another Member wanted to have some information on the status of AEP in private run schools in Delhi. He mentioned about the objections the parents have expressed about the AEP material during the Committee's visit to various States. Pointing out some objectionable material in the YUVA volume he expressed his deep concern over the manner in which the attention of children had been sought to be diverted from studies to sex. He felt that such kind of education would not only destroy the lives of young children but also vitiate our culture, identity and hurt religious sentiments. At this point the Chairman remarked that the lessons allowing a boy touching the private parts of the girl and the girl touching private parts of the boy was highly offensive. The Chairman observed that the Committee has no objection to the lessons being taught about physiological change, but the current curriculum in the garb of adolescence education had been mixed up with HIV / AIDS campaign and condom promotion.

7. Yet another Member questioned the basic objective of the Government to introduce the AEP. According to her such education had been instrumental in the increase of crimes in the schools as the young minds are immature at this stage to understand the positive aspects.

[Shri Dinesh Trivedi in the Chair]

8. One of the witnesses, a teacher trainee, submitted that life skill education was necessary in the schools otherwise children would learn about such practices from movies, T.V. or internet. She mentioned that we need to change our system of education as the culture was also changing. Formal education would give the positive inputs. A witness, a parent, also favoured such education as according to her parents cannot teach every aspect to their children and the life skill education creates awareness amongst the children. She however, admitted that only fifty per cent of the present material was relevant and should be retained in the syllabus.

9. The Chair then drew the attention of the Chief Secretary to the national review exercise being undertaken in the matter by a Committee under the Chairmanship of Chairman, CBSE and directed the NCT Government not to introduce the revised volumes in their schools unless and until the national review had been completed and a final decision taken by the Government of India to ensure that AEP curriculum of Delhi Government Schools in sync with the national consensus on the issue.

10. The Committee then adjourned at 12.15 P.M.

XXXX
FORTIETH MEETING

The Committee met at 12.00 hrs on Tuesday, the 17th March, 2009 in Committee Room 'A', Ground Floor, Parliament House Annexe, New Delhi.

PRESENT

1. Shri M.Venkaiah Naidu ---- *Chairman*

MEMBERS

2. Shri Vijay J. Darda
3. Shri Dhram Pal Sabharwal
4. Shri Rama Chandra Khuntia
5. Shrimati Maya Singh
6. Shri Shyamal Chakraborty
7. Shri N.R.Govindarajar
8. Shri Subash Prasad Yadav
9. Shri Sabir Ali

SECRETARIAT

1. Shri Tapan Chatterjee, *Joint Secretary*
 2. Shri J. Sundriyal, *Joint Director*
 3. Shri Rakesh Naithani, *Deputy Director*
 4. Shri Ashok Kumar Sahoo, *Assistant Director*
 5. Shri Arun Kumar, *Committee Officer*
2. At the onset, the Chairman welcomed the Members to the sitting of the Committee and sought their suggestions/views on the draft Hundred thirty-fifth Report on the petition praying for national debate and evolving consensus on the implementation of the policy for introduction of sex education in the Schools and holding back its introduction until then. The Committee thereafter deliberated on the draft Report and adopted the same with some modifications.
 3. The Committee then, in accordance with the Direction of the Chairman, Rajya Sabha, published *vide* Parliamentary Bulletin Part-II, dated 25th January, 1996 decided that the Chairman of the Committee may present the report to the Chairman, Rajya Sabha, since the Council was not in session.
 4. The Committee then adjourned at 12.35 P.M.