



CBSE/ACAD./AD (R&I)/2015

19 August, 2015
Circular no. Acad-48/2015

COMMEMORATION

125th BIRTH ANNIVERSARY OF DR B R AMBEDKAR CONDUCT OF A MOCK PARLIAMENT IN SCHOOLS

[An initiative of the Ministry of Social Justice and Empowerment, Govt. of India]



In every country the intellectual class is the most influential class. This is the class which can foresee, advise and lead. In no country does the mass of the people live the life for intelligent thought and action. It is largely imitative and follows the intellectual class. There is no exaggeration in saying that the entire destination of the country depends upon its intellectual class. If the intellectual class is honest and independent, it can be trusted to take the initiative and give a proper lead when a crisis arises. It is true that the intellect by itself is no virtue. It is only a means and the use of a means depends upon the ends which an intellectual person pursues.

Why Learn Debating ?

- i. Understand issues
- ii. Form well –informed opinions
- iii. Justify viewpoints effectively and express your message concisely
- iv. Develop skills of respectful dialogue in group dynamics
- v. Gain insight into how the laws are framed and the country is governed.
- vi. Understand the role of the **Opposition**
- vii. Understand and use the forms of debate, especially the parliamentary style.
- viii. Improve general debating skills through the formation of debate clubs and conducting debate competitions at the inter and intra-school level
- ix. Across the school curriculum: Students gain insight into areas like citizenship, politics and government, public services, assemblies, history, public administration, socio-economic issues, besides, reading, writing, listening and speaking efficiently and confidently in English or Hindi.

Bharat Ratna Dr. Bhim Rao Ambedkar, was a great scholar, institution-builder and economic theorist. As a Labour Member of the Viceroy's Council during 1942-45, he played a role in recognizing many of the historic demands of the Indian working class. Due to his vision, India's Constitution was far-sighted and among the most interesting Constitutions of the world. It was framed after extensive discussions at the Constituent assembly. The debates threw an interesting light on issues that led to the Indian Constitution, the way it is today. Hence, the relevance of Dr Ambedkar today is due to his radical democratic socialism and activism on the question of human dignity and rights. His vision and mission continue to be relevant in the 21st century, even 68 years after Independence.

The tradition of debates continue, thereby, the practice of examining the merits of any proposal to ensure that the business of Government remains democratic in letter and spirit.

Conducting a Parliamentary Style Debate

Eligibility : Students of Classes XI & XII

Preparation for the Mock Parliamentary Debate:

- ✓ School Heads, along with their teachers and students' could visit the Parliament or State Assembly to watch the debates.
- ✓ Social Sciences / Political Science /History teachers may take the lead by familiarizing students about the Constituent Assembly Debates [1946-1950], the formal procedure, style of speech, seating, role of members etc.
- ✓ Identify issues that can be debated by students in the current socio-political context.
- ✓ Conduct practice debates, using both role playing of historical debates and debating on issues that concern society today.
- ✓ Watch broadcasts of parliamentary and state assembly debates to better appreciate the issues being debated by various departments. These are available online and periodically broadcast on television.
- ✓ The business of debate may be conducted either in Hindi or English, in class.

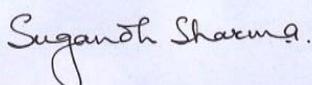
The Mock Parliamentary Debate

1. The programme may be conducted in a large hall or open space, and the audience are the spectators.
2. Seating and sound system should reflect the arrangements in the parliament.
3. Teachers in charge will facilitate the participants to observe the sequence and procedures of the Parliamentary debate. They may also ensure that students in their different roles/representing various government departments come well prepared with what they want to speak about on the issue/s to be debated.
4. Please choose from the given list of themes or use your own, based on the Constituent Assembly Debates.

Suggested Themes for Debate

1. **Whether this House believes that free speech is not absolute.**
2. **Government plans to enforce tribal rights and improvement in their quality of life through appropriate interventions while retaining and preserving their cultural ethos**
3. **Government's plans to redefine the basis for reservation to ensure balance, equity and inclusiveness in the areas of health, education and employment opportunities.**
4. **Encouragement and incentives available to women to form self -help groups and ensuring increased availability of micro finance for disadvantaged groups**
5. **Whether reservation for women in legislative bodies is practised in letter and spirit.**
6. **In the digital age, it has become increasingly challenging to monitor the quality of content accessed by very young children. What is the government's policy in place to rectify this? What investment in human resources is needed to develop necessary safeguards?**
7. **Whether the House has made 'living wages' and youth employment opportunities a part of the human rights agenda.**
8. **Whether social justice is articulated through rights in the case of domestic workers.**
9. **Whether any structural changes are proposed in the agricultural sector to address the problems of landless agricultural labourers and marginal farmers.**
10. **Whether promoting consumerism has negatively impacted the quality of life in the country.**

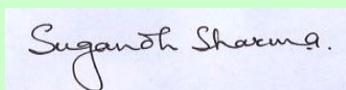
The Central Board of Secondary Education joins hands with the Ministry of Social Justice and Empowerment to commemorate the 125th birth anniversary of Dr B R Ambedkar. All School Heads are directed to give necessary guidelines to all teachers and students, along with ensuring that details of how to conduct the MOCK PARLIAMENTARY DEBATE are readily accessible to them. The programme may be conducted in a suitable venue in the presence of students who will learn from and appreciate the dynamism of Bharat Ratna Dr Ambedkar, in shaping our democracy. For further clarifications, please write to P Rajeswary, Education Officer, and CBSE at: rajeswary.cbse@gmail.com.



(Sugandh Sharma)
Additional Director (Research and Innovation)

Copy to the respective Heads of Directorates, Organizations and Institutions as indicated below with a request to disseminate the information to all the schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, N D-16
2. The Commissioner, Navodaya Vidyalaya Samiti, B-15, Sector-62, Institutional Area, Noida-201309.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim – 737101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar – 791 111
7. The Director of Education, Govt. of A&N Islands, Port Blair - 744101.
8. The Director of Education, S.I.E., CBSE Cell, VIP Road, Jungle Ghat, P.O. 744103, A&N Island
9. The Director, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini
10. The Additional Director General of Army Education, A –Wing, Sena Bhawan, DHQ, PO, New Delhi-110001.
11. The Secretary AWES, Integrated Headquarters of MoD (Army), FDRC Building No. 202, Shankar Vihar (Near APS), Delhi Cantt-110010
12. The Under Secretary (EE-1), MHRD, Govt. of India, Department of SE&L, Shastri Bhawan, New Delhi-110001
13. All Regional Directors/Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
14. All Associate Professor & Additional Directors/Advisors/Consultants
15. All Joint Director/Deputy Director/Assistant Director, CBSE
16. Incharge IT Unit with the request to put this circular on the CBSE Academic website.
17. The Assistant Librarian, CBSE
18. The Public Relations Officer, CBSE
19. PS to Chairperson, CBSE
20. PS to Secretary, CBSE
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22. PS to Director (Special Exams and CTET), CBSE
23. PA to JS & IC (A & T)
24. PA to AD & IC (R&I)
25. PS to Director (Information Technology)



Additional Director (Research & Innovation)