

COBSE THROUGH DECADES



Booklet 1

COUNCIL OF BOARDS OF SCHOOL EDUCATION IN INDIA

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FOREWORD

The General Body of COBSE in its meeting held on November 17, 2013 decided that an action plan of COBSE defining the areas of future direction should be prepared. Accordingly, a committee comprising 14 members was constituted under the chairmanship of the President, COBSE, which met on the 8th of February 2014 at New Delhi and resolved, amongst others, that COBSE should bring out a series of booklets for the benefit of its member-Boards/Councils to get a glimpse of COBSE in its historical perspective and its work and contribution towards improving the quality of secondary education in the country.

Booklet 1 entitled “**COBSE Through Decades**” is the first booklet in the series reflecting on the nature and work of COBSE. The Booklet describes how the concept of the federation of school Boards got evolved as a forum in which various Boards could discuss their mutual concerns and challenges, and share their experiences in addressing specific issues confronting them on a regular basis. It further, describes the expansion and diversification of the work of COBSE through decades.

Prof. D.S. Muley, Advisor, COBSE deserves special mention. But for him the Booklet would not have materialized. The Booklet is partly originally written and partly adapted by him from the old and recent records of COBSE. In the preparation of the Booklet important inputs from Shri Puran Chand, General Secretary, COBSE were available almost on a daily basis. He deserves sincere thanks for overseeing the publication of the Booklet.

I am thankful to Prof. B. P. Khandelwal, former President of COBSE and Chairman, CBSE; Prof. D.V. Sharma, former General Secretary, COBSE; and Dr. K.D. Sharma, former Director (Acad.) and Controller of Examinations, CBSE for reviewing the manuscript and providing valuable comments for its improvement.

October 2014


Vineet Joshi, IAS
President, COBSE

COBSE Through Decades

Independent India during the last six decades or so has seen the formation of a very large number of national and State level institutions and organizations, both government and non-government, in the field of education to address special felt needs. COBSE, an acronym for Council of Boards of School Education in India is one of such non-government organizations. During the four decades of its existence working in the field of secondary education it has moved from strength to strength. It is presumed that those who have known COBSE in one context or the other are likely to be interested in understanding the nature of its work in historical perspective and its contribution in the area of secondary education especially when a flagship scheme to universalize secondary education has been launched in 2009 by the Ministry of Human Resource Development, Government of India to make quality secondary education available, accessible and affordable to all children in the age group of 14–18 years.

Early Decades: Germination and Milestones

To ensure that the recommendations of the Secondary Education Commission, 1952 in regard to the Secondary Education received the serious attention of the country, an All India Council of Secondary Education (1955) came into being on the specific insistence of the Central Advisory Board of Education. The All India Council of Secondary Education organized a seminar at Bhopal in 1956 with a view to creating awareness all over the country about the current status of secondary education and the urgent need to implement recommendations of the Commission. This was how Boards of Secondary Education came into focus.

The Ministry of Education, Government of India backed the implementation of the recommendations of the Secondary Education Commission whole-heartedly. It took initiative to organize the first Conference in 1957 which was attended by the Chairmen and Secretaries of various Boards. The Conference generated a lot of interest in the Boards to reorganize themselves to be more responsive to the national concerns. Since then the organization of such conferences became an integral part of the governmental strategy to induce qualitative changes in the secondary education. More so for Boards, these meetings were of tremendous help as they by themselves realized the advantage of coming together, and discussing issues of common concern, and act collectively for mutual benefit. Awareness paved the way for the establishment of a combined forum of professional nature giving them the exclusive opportunity to find solutions to their educational and administrative concerns.

To take concrete measures towards the realization of the time-bound plan of examination reforms, the All India Council of Secondary Education established the Central Examination Unit. Its main aim was to work with Boards, training colleges and state departments of education. The Unit organized a number of conferences to create a favourable environment for examination reforms. During 10 years of its existence eight such conferences of Chairmen and Secretaries of Boards of Secondary Education in India were held which accorded highest priority to the streamlining of the prevalent examination system that looked lopsided. All examinations confined to the testing of information neglecting finer and softer aspects of child's personality.

The fourth Conference (1961) convened by the Directorate of Extension Programmes for Secondary Education (DEPSE), a part of the National Council of Educational Research and Training (NCERT) was attended by the Chairmen, Secretaries and Directors of Public Instructions (DPIs). The last of such conference was held at Ajmer in 1967 under the aegis of NCERT. These conferences made a notable

contribution in the area of examination reforms as these generated a lot of interest in school Boards who were subsequently supported by the NCERT through training programmes. The outcome was reflected in better question papers and better evaluation. All these events furthered the idea of a common forum as more and more Boards realized that they shared common concerns and they themselves were more capable of preparing a realistic plan of action.

Even though conferences were sponsored by NCERT, they provided Boards much needed opportunity to have informal discussions on the desirability of a formal body that was professional, exclusively theirs and helped them in identifying not only their problems, but finding satisfactory solutions. This thinking got moral support in 1969 when for the first time the Conference was held at the headquarters of a Board outside Delhi in Pune.

Another milestone in the history of COBSE was the setting up of a Standing Committee of Chairmen and Secretaries of Boards of Secondary Education by the time Sixth such Conference was held by NCERT. This Committee was seen as an intermediary step towards the formation of the Federation of Boards of Secondary Education. Originally, there were seven members in the Standing Committee: five from Boards and the two from DEPSE. These members were nominated by the Director of DEPSE. The composition of the Committee was enlarged to accommodate nine members from amongst the Chairmen and Secretaries of Boards, but in case of DEPSE the number of nominations continued to be two. A brief constitution along with important functions of the Standing Committee was also drafted.

All Conferences, except the Eighth Conference, confined their deliberations to the area of examination. The real breakthrough was made in the last conference when besides examination, curriculum figured prominently in discussions. This trend got further support from the Kothari Commission Report (1964-66) that had recommended the development of School Boards of Education rather than limiting

their functions only to the conduct of examinations. Consequently, academic wings were created in many Boards, and where existed earlier, these wings were strengthened and streamlined to respond to new emerging demands. Education was looked at in its totality which included: Curriculum development, development of textual and support materials and the conduct of examinations. These components were interrelated, each affecting the other. This thinking on the functioning of Boards further crystallized the need for a forum that comprised all the Boards, identified professional and administrative common concerns, and pooled resources to the benefit of all.

The Eighth Conference was the last, as hereafter the Government of India disbanded the Central Examination Unit on the recommendations of the Review Committee. Subsequently no conference was held for two years. In the meantime, the Boards continued their informal meetings and discussions as by this time they had become more convinced of the need for a professional forum that enabled them to promote their goal of quality education for all.

Decade 1970-79: Formation

Encouraged by the overwhelming response the Central Board of Secondary Education (CBSE) hosted a conference in 1970, which can be described as the first COBSE conference. In the conference attention of the delegates was drawn to the then existing voluntary associations of the Vice- Chancellors of Universities of India and Ceylon, popularly known as Inter-University Board and a suggestion for a similar association of Boards of Secondary Education was presented before delegates. The proposed voluntary association could serve as a forum for discussion of problems of mutual interest, provide technical advice at the national level, deal with cases of equivalence in secondary education and strive for improvement of secondary education in the country. The suggestion to build a forum was adopted by one voice. Thus, in 1970 a Council of Boards of Secondary Education came into existence in the office of CBSE.

As a follow-up, a sub-committee consisting of six Boards viz. Haryana, Mysore, West Bengal, Himachal Pradesh, Rajasthan and Kerala was set up. The Memorandum of Association of Rules and Regulations and Financial Estimates was put up for the consideration of the 1971 conference. It was felt that at the formative stage of COBSE, the Secretary of CBSE with the support of a core staff would be requested to perform the functions of COBSE.

Period 1979 – 89: Consolidation

Set up as it was at the initiative of CBSE, finally in May 1979 under the Societies Registration Act 1860 (Amended Act 1957), the Council of Boards of Secondary Education in India (COBSE) as it was named then, started functioning as a wing of CBSE to provide for the first time in India since Independence a forum for deliberating on issues of common concern and mutual cooperation among State Boards of School Education. COBSE came out of the shadow of CBSE in 1989 to work independently as a voluntary association of State Boards. It was rechristened as 'Council of Boards of School (instead of 'Secondary') Education in India (COBSE).

The Constitution of COBSE later amended in September, 1988 included the following aims and objectives:

A. COBSE shall undertake

- i. To provide a forum for mutual cooperation among various Boards of School Education which have been established by the Central/State Government as a statutory organization or registered society and other examining agencies at the school stage recognized by the Central/ State Government;
- ii. To act as a clearing house of information of educational interest for various boards of School Education to facilitate communication and co-ordination among them, and to undertake publication of news-letters, magazines, books and journals relating to school education;

- iii. To assist various Boards of School Education/ Examination and examining agencies in establishing equivalence of their courses of studies and certificates/diplomas;
- iv. To evolve common strategies for curriculum development, examination reform, Instructional procedures, etc.;
- v. To act as a service agency to Boards of School Education in whatever manner it may be required or prescribed especially to solve inter-board problems through mutual consultation;
- vi. To act as liaison between various Boards of School Education, Central and state governments, national bodies working in the field of education, universities, international organization, etc.;
- vii. To undertake activities and programmes on the suggestion of Central Governments for furtherance of the cause of education;
- viii. To work in collaboration with organizations like NCERT and SCERTS for raising the standards of education and to organize or provide for raising the standards of education and to organize or provide facilities for the organization of conferences, seminars, workshops, lectures, demonstrations, exhibitions, etc., relating to school education.

B. For the furtherance of these objects the COBSE may undertake the following activities

- i. To acquire by purchases, donation or otherwise any movable or immoveable property and to start, establish, conduct, maintain, and/or manage libraries/reading rooms and such other institution relevant to the objects of the society;
- ii. To invest and deal with funds and means of the Society and to vary; alter, or transfer such investments from time to time, as may be determined by the Society;

- iii. To take any gift of property whether of special interest or not for any one or more of the objects or purpose of the Society;
- iv. To sell, mortgage, lease, exchange, pledge, dispose of or otherwise transfer or deal all, or any part of the property or rights of the Society;
- v. To construct, maintain, alter, improve or develop any buildings or works necessary or convenient for the purpose of the society;
- vi. To create administrative, ministerial and other posts and to make appointments thereto;
- vii. To establish a Provident Fund for the benefit of the employees of the Society;
- viii. To raise funds as may be required for the furtherance of the objects of the Society;
- ix. To undertake, execute or take up all such other things or activities as may be deemed incidental or conducive to the objects of the Society.

Decade 1990 – 1999: Expansion

This was the period when COBSE went on reinforcing its role through its annual conferences and in the process increasing the number of member-Boards/Councils. Some of the earliest Boards set up during the decade of 1950s were Bihar, Madhya Pradesh, Odisha, Rajasthan and the Council for the Indian School Certificate Examinations (CISCE). The largest number of Boards was set up during the decades of 1960s and 1970s. Later the number of Boards being set up came down to a trickle, sometimes depending upon the newly formed States such as Chhattisgarh, Jharkhand and Uttarakhand. The latest among Boards is Tamil Nadu which was a State Department till 2010 when through Legislative Act the Board was established. Some States like West Bengal, Assam, Karnataka, Manipur, Odisha and Kerala have separate Boards, one for the

secondary stage and another for the higher secondary stage. The Board for higher secondary stage is generally called as the Council except in Karnataka where it is known as the Department of Pre-University Education. Almost all Boards and Councils except the national level Boards viz. CBSE and CISCE, were set up through the legislative act. CBSE was established by the Government of India Order whereas CISCE was constituted under the Registration of Societies Act, 1860 (Amended Act 1957). COBSE has increased the number of its member-Boards to 54. The Constitution of COBSE as a registered body in its (a) (i) empowers COBSE to make in addition to the Central/State Boards of School Education, other examining agencies at the school stage and recognized by Central/State Governments members of COBSE. As such, institutions such as Banasthali Vidyapith, Rajasthan, Dayalbagh Educational Institute, Dayalbagh, Agra, Maharshi Patanjali Sanskrit Sansthan, Bhopal and Rashtriya Sanskrit Sansthan, New Delhi have been granted COBSE membership.

It has also added an international dimension to its membership by having Associate Members from a few countries such as Nepal, Bhutan, Pakistan, Singapore, Mauritius and the UK.

As stated earlier COBSE is a voluntary association of State Boards. Member Boards are both its strength as well as its limitation. The goodwill and active support of member-Boards including most prominently the CBSE is COBSE's main strength. Member Boards become its limitation in another sense. The expansion of the functions of COBSE has to be viewed in relation to its member Boards. It has to revolve around the needs and requirement of State Boards. Boards are seen as limitation in the context of the national and State level perception about them and their role, and the ground reality. Just one example is given here to illustrate the point. A Committee set up by the Union Ministry of HRD was asked to review the functioning of the existing Boards of School Education in the country and make recommendations to remodel them. COBSE played a very active role in this exercise. The Report

on the Remodeling of School Education Boards recommended in 1997 that the Boards of School Education should be 'responsible for the entire spectrum of education from the primary to the higher secondary stage'.¹ As against this another view that matters at the highest level, favours disempowering of Boards and restricting their domain in the education process.

Period 2001 Onwards

For COBSE the turn of the Century proved to be a harbinger of rewards for its work and effort. The beginning of the 21st Century brought to COBSE a paradigm shift in terms of diversification of its functions. The landmarks worth mentioning are:

1. **Disaster Management:** In 1995 the Ministry of Agriculture and Cooperation, Government of India, responsible for disaster management in India created the National Institute for Disaster Management, which was subsequently transferred to the Union Ministry of Home Affairs in 2004. A project on 'Involvement of School and Community in Disaster Management' was undertaken by COBSE on behalf of the Union Ministry of Agriculture. A research study was conducted under the Project. Some select organizations such as National Cadet Corps, Bharat Scouts & Guides, Red Cross Society of India and National Service Scheme of the Ministry of Youth Affairs and Sports, Government of India were involved in the study. The Report entitled 'Involvement of Education Sector in Disaster Management – A Study' was published by COBSE under the sponsorship of the Indian Institute of Public Administration, New Delhi in 2002. In the same year another publication entitled 'Disaster Management – Students' Perception' was also brought out by COBSE under the sponsorship of the Union Ministry of Agriculture and Cooperation.

¹ Remodeling of School Education Boards, Government of India, MHRD, New Delhi, 1997, p. 188, paragraph 6.

2. Adolescence Education Programme (AEP) 2005 – 2012:

“Advocacy for Integration of Needs and Concerns of Adolescents in the Secondary and Senior Secondary Curriculum” was the mandate given to COBSE as a partner agency by the Ministry of Human Resource Development (MHRD), Government of India, NCERT and United Nations Population Fund (UNFPA). The mission was to help adolescents to lead a healthy lifestyle. The major objective of the COBSE's AE Programme was to create awareness of adolescence-related issues and concerns, and to develop life skills among adolescent students of secondary and senior secondary schools by helping participating Boards to incorporate AE elements in their secondary school curriculum.

'Advocacy for integration of AE' was done at several levels viz. all India level, Zonal level (COBSE has six zones, each Zone consisting of 4-8 member Boards.), inter-Zonal level and lastly at the level of individual Board.

Three major strategies viz. Integration, Goa Board Model and Nagaland Board Model, were evolved and followed during the two phases of AEP from 2005 -2012. In integration **mapping** was a major strategy. Advocacy was followed by a workshop organized by COBSE in collaboration with a willing State Board to identify with the help of local subject experts and teachers a) AE concepts and content for integration into a particular 'mother' subject, and b) exact units / chapters / lessons where these AE elements could be accommodated. **Goa Board Model:** There are many Boards / Councils which have adopted NCERT textbooks. Goa Board is one of them. As a result of our advocacy, it has now appended two chapters each on AE in its textbook on science for classes IX and X. Himachal Pradesh later adopted the Goa Board model. **Nagaland Board Model:** In the AEP there was a special focus being advocated on life skills development. The existing textbooks in most cases did not provide any scope for life skills development. In any case,

life skills are developed not by reading or listening, but by doing and practicing. The Continuous and Comprehensive Evaluation (CCE) or School-based Evaluation which is now being introduced by more and more member-Boards, provides ample opportunity for life skills-directed activities for students. For a couple of years COBSE worked with Nagaland Board to develop guidelines on students' activities for life skills development and to frame a scheme to assess students on life skills development. Under its AE Programme COBSE brought out support material for almost each strategy. The support material included **Advocacy Folder, COBSE Package on Integration of AE, and Assessing AE-focused Life Skills as Part of CCE**. A special mention of another pioneering work done by COBSE under its AE Programme is merited here. In one of the review meetings on AEP, COBSE was asked to develop comprehensive tools for content-analyzing the integration of AE in the secondary and senior secondary curriculum including textbooks. While working on the tools, COBSE thought of introducing the concept of measuring the quantitative and qualitative integration of AE. Thus, these tools for measuring the quantum and quality of AE integration especially in textbooks were finalized and published under the title "**Qualitative Integration of Adolescence Education (QIAE) – A COBSE Report**" in June 2013. For the first time COBSE published a book for adolescent students on healthy lifestyle and life skills entitled '**Coping with Adolescents Sexuality**' authored by Prof D. S. Muley, Advisor, COBSE in 2009.

3. **Common Core Syllabuses in Science & Mathematics for the Higher Secondary Stage:**

The COBSE Conference held at Hyderabad from 9-10 August 2008 recommended that the commonality of science and mathematics syllabuses at the senior secondary level be raised to 90-95%, allowing 5-10% for reflecting needs and concerns of a particular Board. It was further decided that

COBSE should constitute a subject experts committee at the national level to work on these core syllabuses with the objective of ensuring that students will have a level playing field as far as their ability to compete for national level competitive examinations for engineering and medicine. The entire effort of COBSE was a collaborative effort involving NCERT as well as member-Boards in the process of finalizing the syllabuses. As a result of these national level and state level efforts, COBSE brought out core syllabuses in Physics, Chemistry, Biology and Mathematics at the higher secondary stage in February 15, 2011, and which were shared with all the member-Boards.

4. Common Design of Question Papers for Class XI

At its fourth meeting held at New Delhi on the 28th of June, 2012, the Committee set up by the Government of India, Ministry of Human Resource Development in the CBSE to address issues relating to examination reforms, asked COBSE to constitute a Sub-committee to develop a common design of question papers in **Mathematics and Science for class XI** to be implemented from 2013-14. The Sub-committee developed the entire document in collaboration with subject and evaluation experts, and teachers drawn from various institutions including colleges, NCERT, CBSE and higher secondary schools. The urgency of a common design of question papers was felt on two counts; one, COBSE in collaboration with NCERT had already developed Common Core Syllabuses in these four subjects, which are reported to have been adopted by about 20 Boards, two, common design is a logical step to ensure level playing field and equivalence across Boards in the country.

The finalized design and question papers were presented in the following order in each subject:

- i. General and subject-specific Guidelines.
- ii. Broad Guidelines for 'Practical' (except in Mathematics)

- iii. List of Experiments (except in Mathematics)
- iv. Design and Blue Print
- v. Sample Question Paper
- vi. Marking Scheme

5. **Continuous and Comprehensive Evaluation (CCE):** Inspired by the recommendation of the National Policy on Education 1986 (Programme of Action 1992), COBSE has been pursuing the introduction of CCE by its member Boards as an important reform in the field of school education. As part of its sincere efforts in this direction, COBSE organised a Conference on 25-27 November 1994 at Chandigarh synchronised with the Silver Jubilee Celebration of the Punjab School Education Board, for which the theme was CCE. As a follow up, it organised several zonal meetings in different parts of the country to get the feedback from member boards on various issues relating to CCE. In June 2011 it brought out a publication entitled 'Continuous and Comprehensive Evaluation – A Framework' for the benefit of its members. It is now strongly felt that the COBSE scheme on CCE needs further revision in the light of the work being done under its RMSA Project and the further feedback being received all the time from its member Boards in various meetings.
6. **MHRD's Trust in COBSE:** It is a matter of pride for COBSE that gradually the MHRD, Government of India has started relying on COBSE to provide authentic data and information about State boards whenever needed, more especially when there are Parliamentary questions seeking such information.
7. **Fake Boards:** COBSE being a voluntary association of Boards/ Councils offers membership to Boards/institutions that are set up by an Act of Parliament or State Legislature or by an Executive Order of the Central/State Government, and follow the National Curriculum Framework/CBSE. The certificates

issued by member-Boards are equivalent to any other Board across the country. However, in recent years there has been an upsurge in the number of fake Boards affecting the future of thousands of innocent young children. Queries and complaints keep coming to COBSE about the genuineness of such Boards from various quarters in the country. Further, in accordance with the Union Ministry of HRD OM No. 2-35/2011-Sch.3 dated 7 September 2012 and OM No. 14021/1/2012-Estt.D dated 6 March 2013 of the Union Ministry of Personnel, PG & Pensions, DOPT, COBSE has been authorised to verify the genuineness/recognition of school education boards in the country. The responsibility entails not only a lot of paper work and correspondence as well as time, but also expenditure. Though for every query from an individual an amount of Rs 500/- and a query from an institution an amount of Rs 1,000/- is charged by COBSE, it barely covers the expenditure on paper work and correspondence. A Committee set up by the Union Ministry of HRD to look into the issue of fake boards had recommended the need for the enactment of an appropriate law by Parliament to check the menace. Follow action is awaited.

8. **Collaboration with Foreign Official Agencies:** At times COBSE collaborated with foreign official agencies, for instance, from U.K., Germany, Sri Lanka and Mauritius which resulted in the study tours of Board officials to these countries.

9. ***Rashtriya Madhyamik Shiksha Abhiyan (RMSA)***

The enlargement and diversification in COBSE's functions got further fillip with the launching of the *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA). RMSA is a flagship programme of the Union Ministry of Human Resource Development. Its mission is to universalize secondary education and make quality secondary education available, accessible and affordable to all children in the age group of 14-18 years. COBSE is currently implementing

a project under RMSA with the financial support from MHRD/CBSE. The COBSE project has two major thrusts:

- i. Evolving a set of realistic norms and standards of infrastructure in consonance with the norms and standards laid down in the RMSA document 2009, while keeping in mind the concern that the right to universal access to secondary education is not compromised and regional variations are duly recognised, and
- ii. Considering the need to follow the NCF (National Curriculum Framework) 2005 guidelines and the growing emphasis on the introduction of the Continuous and Comprehensive Evaluation (CCE) as part of a major examination reform aiming at making learning holistic, co-scholastic area is acquiring a renewed focus. In view of this, developing need-based and functional guidelines on **a)** co-scholastic/co-curricular activities for skills development and value inculcation, and **b)** evolving teacher-friendly and student-friendly scheme for assessing students in the co-scholastic area.

Once these guidelines on affiliation norms and co-scholastic area are finalised, **advocacy** for adopting these guidelines will be conducted among member Boards zone wise. Officials of willing Boards shall be given relevant **orientation** on these guidelines. Lastly, **monitoring** of the adoption and implementation of the guidelines will be carried out.

10. Financial Wellbeing

More or less co-terminus with the enlargement and diversification of its functions has been the growing financial soundness of COBSE. Earlier with stringent budget there was hardly any room for the expansion of its functions. It has now far more breathing space to think about widening its role.

When COBSE was constituted, there was a proposal to fix yearly subscription on the basis of the number of examinees in a

Board to meet the day-to-day expenses of COBSE. The proposal did not find a favour with member-Boards as they thought this arrangement would create a feeling of superiority and inferiority among members. Instead, a flat rate of subscription was favoured. Finally, the subscription rate that came into force was Rs 2000/- a year which continued till 1986. The issue was again discussed in the Udaipur Conference and the rate was increased to Rs 3000/-. Thus, considering the cost involved in maintaining an office in a place like Delhi and the periodic rise in the cost of living in general, the rate went into several revisions. The subscription rate agreed upon by member-Boards in the 42nd Annual Conference held at Gurgaon from 15-17 November, 2013 is Rs 60,000/- for Boards having more than 1,00,000 examinees and Rs 40,000/- for Boards having less than 1,00,000/- examinees. Two more developments in recent years that have contributed to the financial wellness of COBSE are Project funds and rent on COBSE's Gurgaon property.

Annual Conferences and their Themes

Decade of 1970-79

1. First Annual Conference, Vigyan Bhavan, New Delhi, 22-23 June 1970. Establishment of an Organisation of State Boards at the National Level.
2. Second Annual Conference, Punjab University Campus, Chandigarh, 29-31 January 1971. Use of Unfair means in Public Examinations.
3. Third Annual Conference, Regional College of Education, Mysore, 28-30 November 1971. Establishment of COBSE Office.
4. Fourth Annual Conference, Bihar School Examination Board, Patna, 24-26 November 1972. Implementation of 10+2 Pattern of Education.
5. Fifth Annual Conference, Mayo College, Ajmer, 29 September – 1 October 1973. Adoption of Uniform Pattern of 10+2+3.
6. Sixth Annual Conference, Tourist Reception Centre, Srinagar, 3-5 October 1974. Examination Reform.
7. Seventh Annual Conference, Pantha Niwas, Bhubaneswar, 17-20 December 1975. Work Examination Reform.
8. Seventh Annual Conference, Pantha Niwas, Bhubaneswar, 17-20 December 1975. Work Experience for 10-year Schooling.
9. Eighth Annual Conference, Kannakunna Palace, Trivandrum, 13-16 December 1976. Curriculum for 10+2.
10. Special Conference, Rajaji Hall, Madras, 23-25 September 1977. Universalization of Elementary Education.

11. Ninth Annual Conference, CSIO Chandigarh, 10-12 February 1978. Socially Useful Productive Work (SUPW).
12. Special Conference, Vigyan Bhawan, New Delhi, 28-29 September 1978. Vocationalization of Education at the +2 Stage.
13. Tenth Annual Conference, Nagpur (Maharashtra), 15-17 February 1979, Improvement in the Quality of Question Papers.

Decade of 1980-89

1. Eleventh Annual Conference, Nainital Club, Nainital, 8-11 October 1980. Equivalence and Recognition of Examinations.
2. Twelfth Annual Conference, Administration Academy, Bhopal, 22-24 October 1981. Improvement in the Technique of Processing & Declaration of Results.
3. Thirteenth Annual Conference, India International Centre, New Delhi, 13-15 December 1983. Revision of Secondary School Curriculum.
4. Fourteenth Annual Conference, Mandodari Hall, Panaji, Goa, 6-8 February 1985. Improving Curriculum and Application of Innovative Managerial Techniques for Better Functioning of Boards.
5. Fifteenth Annual Conference, SIERT, Udaipur, 6-8 February 1986. Towards Evolving A Core Curriculum.
6. Sixteenth Annual Conference, Pantha Niwas, Bhubaneswar, 5-7 February 1987. New Curriculum for Classes I – X.
7. Seventeenth Annual Conference, Central Food Technological Research Institute, Mysore, 15-17 January 1988. Implementation of the National Policy on Education, 1986.
8. Eighteenth, Government Circuit House, Gandhinagar, 10-12 January 1989. Educational Issues Emerging from the National Policy on Education 1986.

Decade of 1990-99

1. Nineteenth Annual Conference, Nainital, 17-19 September 1990. Quality of Secondary Education: Role of Boards of School Education.
2. Twentieth Annual Conference, Goa, 20-22 November 1991. Open School Learning.
3. International Conference, India International Conference, 6-8 November 1993. Improving the Quality of Secondary Education: Preparing for the 21st Century.
4. Twenty-first Annual Conference, Punjab School Education Board, Mohali, 25-27 November 1994. Continuous and Comprehensive Evaluation.
5. Twenty-third Annual Conference, Udaipur, September 1995. Towards the Quality of School Textbooks.
6. Twenty-fifth Annual Conference, Trivandrum, 5-6 September 1996, Quality of Secondary Education: Structures and Processes.
7. International Conference, Kathmandu (Nepal), 29-30 July 1999, Perspectives on Education for the 21st Century.

Decade of 2000-2009

1. COBSE Conference, Jaipur, 11-13 September 2000. IT in Schools.
2. COBSE International Conference, India International Centre, New Delhi, 23-25 January 2002. Planning Strategies for Universalizing Quality Secondary Education.
3. COBSE International Conference, Mauritius Examinations Syndicate, Reduit (Mauritius), 8-10 September 2003. Examination Reform for Quality Education.
4. One-day Seminar, India Habitat Centre, New Delhi, 6th January 2004. Globalization & Its Impact on School Education.

5. COBSE Annual Conference, Trivandrum, 27-29 January 2005. Examination Reform for Quality.
6. 3-day Consultation Meeting, NCERT, New Delhi, 15-17 September 2005. National Curriculum Framework 2005.
7. One-day Conference, India International Centre, New Delhi, 1 May 2005. De-stressing Examination.
8. Thirty-fourth Annual Conference, Patna, 25-30 November 2006, Right to Education: Role of School Education Boards.
9. Thirty-fifth Annual Conference, Goa, 17-19 January 2006, Towards Universalizing Secondary Education.
10. Thirty-sixth Annual Conference, Pune, 12-14 January 2008. Providing Comparable Quality Secondary Education to All: Emerging Needs of the 21st Century.
11. Thirty-seventh Annual Conference, Ranchi, 19-21 December 2008. Strategies for Universalizing Secondary Education: Role of Boards.
12. COBSE Conference, Pune, 8-9 May 2008. Improving Teaching of Science & Mathematics in Schools.
13. COBSE Conference, NCERT, New Delhi, 24-25 August 2009. Role of Boards of School Education in Examination Reforms.

Decade of 2010-2013

1. Thirty-ninth Annual Conference, Ajmer (Rajasthan), 19-20 October 2010. Roles & Functions of Boards of School Education in RMSA.
2. 40th COBSE Conference, Gurgaon (Haryana), 23-25 November 2011. Operationalizing Continuous & Comprehensive Evaluation.
3. 41st COBSE Conference, Patna (Bihar), 7-9 November 2012. Vocationalisation of Secondary Education.
4. 42nd Annual Conference, Gurgaon (Haryana), 15-17 November 2013. International Trends in Assessment of School Learners.

Member Boards/Councils - 2013

1. Board of Intermediate Education Andhra Pradesh

Vidya Bhawan, Nampally, Hyderabad-500001

Fax: 040-24732101

Website: www.bieap.gov.in Email: bieap11@gmail.com

2. Board of Secondary Education Andhra Pradesh

Chapel Road, Nampally, Hyderabad - 500001

E-mail: dir_govexams@yahoo.com

Fax: 040-23237344

3. A.P. Open School Society Government of Andhra Pradesh

Opp. L.B. Stadium 'E' Gate

S.C.E.R.T Campus, III Floor, Basheerbagh, Hyderabad

Web-Site: <http://www.apopenschool.org>

4. Assam Higher Secondary Education Council

Bamunimaidam, Guwahati-781021

Fax: 0361-2653498, PBX No. 0361-2652627

E-mail: ahsec1@yahoo.com, Website: www.ahsec.net

5. Board of Secondary Education, Assam

Bamunimaidam, Guwahati-781021

Fax: 0361-2550939

6. Assam Sanskrit Board

Kahilipara, Guwahati- 781019

Fax: 0361 -2382286; Email: assamsanskritboard@gmail.com

7. Bihar School Examination Board

Budh Marg, Patna-800 001
Fax: 0612-2227586, 2227587
E-mail : secy-biharboard@nic.in
Website: www.biharboard.net.in

8. Bihar Board of Open Schooling & Examination

Chanakya National Law University
Campus, Nyay Nagar, Mithapur, Patna-800001
Website: www.bbose.org, Email: info@bbose.org
Fax: 0612 -2355668

9. Bihar State Madrasa Education Board

5, Vidyapati Marg, Patna-800 001
Website: www.bsmeb.com
E-mail: madarsaboard@gmail.com

10. Bihar Sanskrit Shiksha Board

414 F, Govindayan, East Boaring, Canal Road, Patna-800 001
E-mail: info@bssbpatna.com

11. Banasthali Vidyapith

P.O. Banasthali Vidyapith-304022
EPABX: (01438) 228341-52 Fax. (01438) 228365
Website: www.banasthali.org
Email: info@banasthali.ac.in

12. Central Board of Secondary Education

2, Community Centre, Shiksha Kendra,
Preet Vihar, Delhi-110301
Website: www.cbse.nic.in, E-mail: cbsedli@nda.vsnl.net.in
EPABX: 22509256-57

13. Chhattisgarh Board of Secondary Education

Pension Bada, Raipur - 492001
Fax: 0771-2424094, 2429385
E-mail: ds.cgbse@rediffmail.com, Website: www.cgbse.org

14. Chhattisgarh State Open School

Haribhoomi Complex Dhamtari Road,

Tikrapara, Raipur -492001 (C. G.)

Tel. : 0771-3042607

Website: www.cgsos.in, E-mail: cgsosraipur@gmail.com

15. Chhattisgarh Sanskrit Board, Raipur

New Rajendra Nagar, Near Water Tank, Chhattisgarh

Raipur – 492001

Fax: 0771- 4001733

16. Chhattisgarh Madrasa Board

A- 55, Street No.4, Katara Talab, (C.G.)

Raipur- 492001

Email: cgmb.raipur@gmail.com

Fax: 0771- 4055708

17. Council for the Indian School Certificate Examinations

Pragati House, 3rd Floor, 47-48,

Nehru Place, New Delhi-110019

Tel. 011-26413820, 26411706, 3082009/94

Fax : 011-26234575

E-mail: council@cisce.org, Website: www.cisce.org

18. Dayalbagh Educational Institute

(Deemed University)

Dayalbagh, Agra-282110

Fax: 2801226

Email: dbei@sancharnet.in

<http://www.dei.ac.in>

19. Goa Board of Secondary and Higher Secondary Education

Alto Betim, Berdez, Goa 403521

Fax: 0832- 2414289

E-mail: chairman-gbshse.goa@nic.in, sec-gbshse.goa@nic.in

Website: www.gbshse.gov.in

20. Gujarat Secondary & Higher Secondary Education Board

Sector 10-B, Near Old Sachivalaya, Gandhinagar-382010
Phone No: 079-23220538, Fax: 23253828
Website : www.gseb.org, E-mail: gshseb_gnr@yahoo.com

21. Board of School Education Haryana

Hansi Road, Bhiwani-127 021
Gram: HARSCHOOL BHIWANI. Fax: 01664-241611
E-mail: hbse@hry.nic.in, Website: www.hbse.nic.in

22. H.P. Board of School Education

Gayana Lok Parisar, Civil Lines, Dharamsala, Kangra (H.P.) 176213
EPABX- 229033-229037, Fax: 01892-222817 to 2225419
E-mail: bose-hp@nic.in, hpedu@sancharnet.in
Website: hpeducationboard.nic.in

23. J&K State Board of School Education

Rehari Colony, Jammu-180 005 (Nov to Apr)
New Campus Bemina. Bye Pass, Srinagar-190 010 (May to Oct)
Fax: 0191-2581613 (Jammu), Fax: 0194-2494264 (Srinagar)
E-mail: jkboard@nde.vsnl.net.in
Website : www.Jkbose.org

24. Jharkhand Academic Council, Ranchi

Gyandeeep Campus, Bargawan, Namkum, Ranchi – 834010
Fax: 0651-2261999
Website: www.jac.nic.in

25. Government of Karnataka Deptt. of Pre-University Education

18th Cross, Sampige Road Malleswaram, Bangalore 560012
Fax: 080-23361852
Website: www.pue.kar.nic.in
E-mail: commissioner.pue@gmail.com

26. Karnataka Secondary Education Examination Board

6th Cross, Malleswaram, Bangalore 560003

Fax: 080-23347670

E-mail: dpikseeb@gmail.com

Website: www.kseeb.org

27. Kerala Board of Public Examination Pareeksha Bhawan, Poojapura

Thiruvananthapuram-695012

Grams: Secretary Examination

Thiruvananthapuram, Kerala

Fax: 0471-2325106

28. Kerala Board of Higher Sec. Examination

Housing Board Buildings, Santhi Nagar

Thiruvananthapuram - 695001

Fax: 0471-2320714, 2338735

Website: dhsekerala.gov.in

E-mail- jdexamdhse@gmail.com

29. Maharashtra State Board of Secondary and Higher Secondary Education

S.R. No. -832- A, Final Plot No- 178,179

Near Balchitrawani, Behind Agharkar Research Institute

Bhamburda, Shivajinagar, Pune-411004

Grams: MAHABOSEC PUNE

Fax: 020-25705122

E-mail: chairman@msbshse.ac.in, secretary@msbshse.ac.in

Website: www.msbshse.ac.in

30. Board of Secondary Education Madhya Pradesh

Shivaji Nagar, Bhopal - 462011

Fax: 0755-2552061

E-mail: mpbse@mp.nic.in, Website: www.mpbse.nic.in

31. M.P. State Open School Education Board

School Education Department Govt. of M. P.

Shivaji Nagar, Bhopal – 462011. (M. P.)

Ph. 0755-2671066, Fax: 2552106

Website : www.mpsos.nic.in, E-mail: mpsos@rediffmail.com

**32. Maharishi Patanjali Sanskrit Sansthan
(Dept. of School Education, Govt. of M. P.)**

Tulsinagar, Bhopal (M. P.) 462003

E-mail: patanjalisansthan@gmail.com

Web: www.mpsb.nic.in

Fax: 2576296

33. Board of Secondary Education, Manipur

Babupara, Imphal - 795001

Fax: 0385-2450889, 2226770

E-mail: mani_board@yahoo.co.in

34. Council of Higher Secondary Education, Manipur

Babupara, Imphal (West)-795001

E-mail: cohsemimphal@yahoo.co.in

35. Meghalaya Board of School Education

West Garo Hills, Tura, Meghalaya - 794001

Fax: 03651-232874, E-mail: meg_board@yahoo.com

36. Mizoram Board of School Education

Chaltlang, P.O. Ramhlan Aizawl-796012

Website: www.mbse.edu.in, Email: mbseoffice@gmail.com

37. Nagaland Board of School Education

Post Box 613, Kohima 797001

Fax: 0370-2260201, 2260502

E-mail: nagaboard@gmail.com

Website: www.nbsenagaland.com

38. National Institute of Open Schooling

A-24-25, Institutional Area,
Sector-62, NOIDA-201309 (UP)
Ph: 0120-4089800
Website: www.nios.ac.in

39. Council of Higher Secondary Education, Odisha

C-2 Prajnapitha, Samantapur, Bhubaneswar - 751013
E-mail – chseo@ori.nic.in
Fax: 0674-2300126

40. Board of Secondary Education, Odisha

Bajrakabati Road, Cuttack 753001
Website: www.bseodisha.in
Fax No : 0671-2415167
E-mail: admin@bseodisha.od@nic.in, info_bseodisha.od@nic.in

41. Punjab School Education Board

Vidya Bhawan, SAS Nagar Phase-8, Mohali 160059
Grams: Punjboard SAS Nagar
Fax: 0172-3047100, 3047129
E-mail: psebmohali@gmail.com

42. Board of Secondary Education Rajasthan

Jaipur Road, Ajmer 305001 (Rajasthan)
PBX- 0145-2632866, 2632873
Fax: 0145-2227570
E-mail: secy-boser-rj@nic.in
Website: www.rajeduboard.nic.in

43. Rajasthan State Open School, Jaipur

2-2 A, Jhalana Doongri Jaipur – 302004 (Rajasthan)
Fax. 0141-2705067
Website: www.rsos.org
Email: rajasthansos@gmail.com

44. Rashtriya Sanskrit Sansthan

Deemed University, 56-57, Institutional Area,
Janakpuri, New Delhi-110058
Fax : +91-11-28521948, +91-11-28520976 (Registrar)
E-Mail:rsks@nda.vsnl.net.in, Website: www.sanskrit.nic.in

**45. State Board of School Examinations (Sec.)
& Board of Higher Secondary Examinations
Tamil Nadu**

Directorate of Govt. Examinations, College Road,
Chennai - 600006, Fax: 044-28203089
E-mail: dgedirector@gmail.com
Web: www.dge1.tn.nic.in or dge2.ordge3

46. Tripura Board of Secondary Education

P.N. Complex, Gurkha Basti, P.O. Kunjaban,
Agartala – 799006 Tripura West
E-mail: tbse_2009@rediffmail.com
Website: www.tbse.in

**47. U.P. Board of High School & Intermediate
Education**

Sarojini Naidu Marg, Allahabad 211001
Grams: INTERMEDIATE ALLAHABAD
Fax: 0532-2623182 (Allahabad), 0522-2237607 (Lucknow)
Email: upmsp@rediffmail.com

48. U.P. Board of Sec. Sanskrit Education

Sanskrit Bhawan, 2 Shahmeena Road
Lucknow- 226003

49. Board of School Education Uttarakhand

Ram Nagar, Nainital-244715
EPABX-05947-254275
Fax: 05947-255021
E-mail- eduua@yahoo.co.in, secyubse@yahoo.com

50. West Bengal Board of Secondary Education

Nivedita Bhawan, Block DJ-8, Sect. III

Vidhan Nagar, Kolkatta-700091

E-mail:- wbbse05@yahoo.co.in

Website: wbbse.org

51. W. B. Council of Higher Secondary Education

Vidyasagar Bhavan, 9/2, D.J. Block,

Sector-II, Salt Lake, Kolkata 700091

E-mail: wbcouncil_hse.vsnl.net

Website: www:wbchse.nic.in

52. West Bengal Board of Primary Education

Acharya Prafulla Chandra Bhavan

DK 7/1, Sector 2, Salt Lake City, Kolkata-700091

Fax: 033-23211201-02

53. West Bengal Board of Madrasah Education

Begum Rokaiya Bhavan

19 Haji Md. Mohsin Square, Kolkata - 700016

Fax: 033-22497774/22497773

Website : www.wbbme.org

E-mail: president-wbbme@yahoo.com

Wbbme2011@gmail.com

**54. The West Bengal Council of Rabindra Open
Schooling**

Bikash Bhavan (2nd Floor) East Block

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Inter Board Committee of Chairmen (IBCC)

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Website: ibcc.edu.pk

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