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**केन्द्रीय शिक्षा सलाहकार बोर्ड**  
**THE CENTRAL ADVISORY BOARD OF EDUCATION**

पचासवीं बैठक 2 मार्च, 1994, नई दिल्ली  
Fiftieth Meeting 2 March, 1994, New Delhi

**कार्यवाहियां**  
**PROCEEDINGS**

17/3/14, uploaded online - incomplete

353.8275  
120-F 4

2 मार्च, 1994 को

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1. प्रतिभागियों की
2. कार्य-सूची
3. शोक संकल्प
4. मानव संसाधन
5. राज्य शिक्षा में

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National Institute of Educational  
Planning and Administration.  
17-B, Sri Aurobindo Marg,  
New Delhi-110016  
DOC, No D-9078  
Date 11-04-96

  
115196

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2 मार्च, 1994 को कमीशन हाल नं० 5, विज्ञान भवन, नई दिल्ली में आयोजित केन्द्रीय शिक्षा सलाहकार बोर्ड की 50वीं बैठक का कार्यवृत्त

मानव संसाधन मंत्री श्री अर्जुन सिंह की अध्यक्षता में 2 मार्च, 1994 को कमीशन हाल नं० 5, विज्ञान भवन, नई दिल्ली में केन्द्रीय शिक्षा सलाहकार बोर्ड की 50वीं बैठक आयोजित की गई। बैठक में भाग लेने वाले व्यक्तियों की सूची अनुबंध-I में दी गई है। बैठक का कार्यवृत्त अनुबंध-II में दिया गया है। बैठक में परिचालित दस्तावेजों की सूची अनुबंध-III में दी गई है।

2. बैठक की कार्यवाही आरंभ होने से पूर्व प्रतिभागियों ने पूर्व मानव संसाधन विकास मंत्री तथा केन्द्रीय शिक्षा सलाहकार बोर्ड के पूर्व अध्यक्ष श्री राजमंगल पांडे के देहावसान पर एक मिनट का मौन रखा। शोक संकल्प की प्रति अनुबंध-III में दी गई है।

3. केन्द्रीय शिक्षा सलाहकार बोर्ड के सदस्यों तथा बैठक में आमंत्रित व्यक्तियों का स्वागत करते हुए केन्द्रीय शिक्षा सचिव तथा केन्द्रीय शिक्षा सलाहकार बोर्ड के सदस्य-सचिव श्री एस० बी० गिरि ने कहा कि केन्द्रीय शिक्षा सलाहकार बोर्ड की यह बैठक केवल दो बहुत ही महत्वपूर्ण रिपोर्टों पर चर्चा करने के लिए बुलाई गई है। जो इस प्रकार हैं :-

(i) शिक्षा की गुणवत्ता में सुधार लाने के साथ-2 स्कूली बच्चों के शैक्षिक बोझ को कम करने के लिए उपाय सुझाने हेतु मार्च, 1992 में गठित राष्ट्रीय सलाहकार समिति की रिपोर्ट और (ii) खेलकूद और शारीरिक शिक्षा पर गठित केन्द्रीय शिक्षा सलाहकार बोर्ड समिति की रिपोर्ट। श्री गिरि ने बताया कि विश्वविद्यालय अनुदान आयोग के पूर्व अध्यक्ष प्रोफेसर यशपाल के नाम पर 'यशपाल समिति' के नाम से मशहूर राष्ट्रीय सलाहकार समिति को गठित करने का निर्णय इस उद्देश्य से लिया गया कि स्कूली पाठ्यचर्या का नवीनीकरण न होने, असंतोषजनक स्कूली सुविधाओं और अपर्याप्त शिक्षक निष्पादन के कारण स्कूली छात्रों पर अत्यधिक शैक्षिक बोझ के संबंध में समय-2 पर विभिन्न मंचों पर व्यक्त की गई चिंताओं पर ध्यान दिया जा सके क्योंकि इनसे शिक्षा की गुणवत्ता में ह्रास आया है। समिति ने छात्रों, शिक्षकों, अभिभावकों तथा आम जनता से व्यापक स्तर पर परामर्श लिया तथा उनके विचार प्राप्त किए। श्री गिरि ने उल्लेख किया कि समिति ने अपनी रिपोर्ट जुलाई, 1993 में प्रस्तुत कर दी थी तथा 15 अक्टूबर, 1993 को आयोजित केन्द्र की पिछली बैठक में इस पर विस्तार से चर्चा की गई। इसके पश्चात केव की यह राय थी कि रिपोर्ट पर बहुत बड़े पैमाने पर चर्चा और वाद-विवाद का आयोजन

किया जाना चाहिए क्योंकि रिपोर्ट की सिफारिशें बहुत ही महत्वपूर्ण हैं तथा इनमें व्यक्त कुछ दृष्टिकोण मौलिक हैं। श्री गिरि ने यह भी बताया कि मंत्रालय की प्राप्त साप्ताहिक सूचना के अनुसार अधिकांश राज्यों में इस प्रकार के वाद-विवाद के अंग के रूप में कार्यवाहीएं और सेमिनार आयोजित किए गए हैं।

4. श्री गिरि ने खेल कूद और शारीरिक शिक्षा पर गठित केन्द्रीय शिक्षा शारीरिक शिक्षा सलाहकार बोर्ड समिति की रिपोर्ट का भी उल्लेख किया। उन्होंने कहा कि शारीरिक शिक्षा सम्बंधी कार्यक्रम लागू करने के लिए तथा कम लागत वाली खेलकूद और शिक्षा की आधारभूत सुविधाएं विकसित करने के लिए छात्रों और शिक्षकों दोनों के लिए उपायों का पता लगाने तथा उनके बारे में सुझाव देने के लिए खूबसूरत और उत्साह मंत्री श्री के० पी० सिंह देव की अध्यक्षता में इन समिति का गठन किया गया था। केन्द्र की पिछली बैठक में रिपोर्ट को परिचालित किया गया था परन्तु इस पर चर्चा नहीं हो सकी। श्री गिरि ने बताया कि रिपोर्ट में कई ऐसी विकल्पों हैं जिन्हें लिए वित्तीय प्रायश्चित्तना नहीं है तथा उन पर चर्चा होना संभव होना चाहिए।

5. श्री गिरि ने यह भी कहा कि शिक्षा में पठित सभी बैठकों में सभी के लिए शिक्षा अकादमी का प्रस्ताव कार्यवाही से संबंधित एक प्रमुख मुद्दा उठता है। प्रारंभिक शिक्षा और प्रौढ़ शिक्षा दोनों ही सभी के लिए शिक्षा की परिधि में आने हैं। उन्होंने 15 फरवरी, 1994 को हुए मुख्य मंत्रियों के हाल ही के सम्मेलन में सभी के लिए शिक्षा का सर्वोच्च प्राथमिकता देने तथा विकेन्द्रीकृत प्रबंधन, संसाधन तथा उन्नत अनुभवण तंत्र के संदर्भ में इसे सहायता प्रदान करने से संबंधित लिए गए निर्णय का भी उल्लेख किया।

6. शिक्षा और संस्कृति उपमंत्री कुमारी सैलजा ने अपने भाषण में कहा कि स्कूली पाठ्यचर्या का मामला अधिकाधिक मात्रा में जनता की संवीक्षा में आता जा रहा है। स्कूलों में शैक्षिक स्तर में गिरावट से अब केवल शिक्षाविद् ही चिंतित नहीं हैं अपितु अब यह अभिभावकों के लिए भी एक महत्वपूर्ण मुद्दा बन गया है - अतः पूर्व समय की अपेक्षा अब सरकार तथा शिक्षण समुदाय की आम जनता के प्रति और भी अधिक जबाबदेही हो गई है। कुमारी सजजा ने यह भी बताया कि स्कूली पाठ्यपुस्तकों तथा गृहकार्य की मात्रा बढ़ाने से

संबंधित यशपाल समिति की सिफारिशों काफी महत्वपूर्ण हैं। उन्होंने इस बात पर बल दिया कि अध्ययन एक आनंदपूर्ण अनुभव होना चाहिए तथा खासकर लाभवंचित वर्गों के बच्चों की पढ़ाई बीच में छोड़ जाने की दर घटाने के लिए कक्षाकक्ष का वातावरण बच्चों के माफिक होना चाहिए। उन्होंने शिक्षा की संपूर्ण प्रकृति का उल्लेख किया जिसका स्कूल सिर्फ एक भाग ही है तथा परिवार, प्रकृति और समाज इसके दूसरे भाग हैं इसी संदर्भ में उन्होंने कहा कि पाठ्यपुस्तकों पर अधिकाधिक समय खर्च करने के लिए बच्चों को बाध्य करना अन्य स्रोतों से उसे सीखने से वंचित करना है। उन्होंने विश्वास व्यक्त किया कि यशपाल समिति की अनेक सिफारिशों के बारे में शीघ्र कार्रवाई के लिए राष्ट्रीय स्तर पर जनमत तैयार हो सकेगा जबकि इनमें से कुछ एक के बारे में कार्यान्वयन संबंधी व्यावहारिक कठिनाइयां हो सकती हैं। कुमारी सैलजा का भाषण अनुबंध-V में दिया गया है।

7. युवा कार्यक्रम और खेल राज्य मंत्री श्री मुकुल वासनिक ने सभी सदस्यों का स्वागत करते हुए कहा कि राष्ट्रीय क्रीड़ा नीति में खेलकूद और शारीरिक शिक्षा को स्कूलों और कालेजों की पाठ्यचर्या का अभिन्न अंग बनाने पर बल दिया गया है लेकिन नीति के संकल्पों को व्यवहार में ढालने के लिए बहुत ही कम प्रयास किया गया है। उन्होंने कहा कि देश में खेलकूद में सुधार संबंधी किसी भी कार्रवाई योजना में इस बुनियादी तथ्य की पहचान की जानी चाहिए कि हमारे देश में खेलकूद में भाग लेने वाली जनसंख्या बहुत ही कम है और यह कि इसमें वृद्धि करने की आवश्यकता है। उन्होंने इस बात का भी उल्लेख किया कि बच्चों का स्वास्थ्य और शारीरिक बल खेलकूद संवर्धन का एक महत्वपूर्ण पहलू है तथा केवल गतिशीलता संपन्न स्वस्थ बच्चे ही अच्छे खिलाड़ी के रूप में विकसित हो सकते हैं।

8. श्री वासनिक ने यह भी बताया कि शिक्षा के प्रारंभिक स्तर पर शारीरिक शिक्षा पर बल देने से छात्र खेलकूद और क्रीड़ा को अपने कैरियर के रूप में चुनेंगे। उन्होंने टिप्पणी की कि खेल के मैदान, खेलकूद के उपकरण, प्रशिक्षित अनुदेशकों और प्रशिक्षकों की अनुपलब्धता जैसी बाधाओं की जांच करने के लिए गठित केब समिति की सिफारिशें सुविचारित तथा व्यावहारिक हैं। उन्होंने उल्लेख किया कि खेलकूद को पाठ्य-चर्या का अनिवार्य अंग बनाने तथा खेलकूद के लिए प्रतिदिन कम से कम 40 मिनट निर्धारित करने से संबंधित समिति की सिफारिश सभी राज्यों द्वारा तत्काल लागू की जा सकती है तथा यह भी बताया कि पूरे वर्ष के दौरान बच्चे की शारीरिक स्वस्थता तथा शारीरिक शिक्षा में उसकी समग्र भागीदारी का आंकलन करने के लिए मूल्यांकन की एक पद्धति की व्यवस्था करना जरूरी है।

9. श्री वासनिक ने सेवा-पूर्व तथा सेवाकालीन शिक्षा पाठ्यक्रमों के माध्यम से सभी शिक्षकों को शारीरिक शिक्षा का

प्रशिक्षण प्रदान करने की समिति के व्यावहारिक दृष्टिकोण की सराहना की तथा सुझाव दिया कि प्रशिक्षणार्थियों को प्रशिक्षित करने के लिए जिज्ञा शिक्षा और प्रशिक्षण संस्थानों बी० एड० कालेजों तथा जरूरत पड़ने पर इस विभाग को आगे आना चाहिए। युवा कार्यक्रम और खेल विभाग ग्वालियर और त्रिवेन्द्रम स्थित एन० एन० सी० बी० ई० में उपलब्ध प्रशिक्षण सुविधाएं जिला शिक्षा और प्रशिक्षण संस्थानों को प्रदान कर सकता है।

10. केन्द्र और राज्यों द्वारा बराबर के योगदान से क्रीड़ा कोष स्थापित करने तथा स्कूलों में खेलकूद की आधारभूत सुविधाएं सृजित करने के लिए छात्रों से क्रीड़ा शुल्क को संग्रह करने के संबंध में उल्लेख करते हुए मंत्री महोदय ने कहा कि भारत सरकार वर्ष 1994-95 के दौरान थोड़ी मात्रा में अपना योगदान देने की आशा रखती है तथा उन्होंने इस बात पर भी बल दिया कि राज्य भी इस दिना में शुरुआत करें।

11. श्री वासनिक ने यह भी बताया कि प्रतिभावान खिलाड़ी तैयार करने के लिए राज्य सरकारों को कम से कम प्रति जिला एक स्कूल की क्रीड़ा स्कूल के रूप में पहचान करनी चाहिए। उन्होंने माध्यमिक स्कूलों से योगाभ्यास कराने की समिति की सिफारिश का भी उल्लेख किया। उन्होंने राज्य सरकारों से अनुरोध किया कि वे इस रिपोर्ट को लागू करने में अपनी सहायता दें जिससे अंततः भारतीय खेलकूद का स्तर ऊपर उठेगा। श्री वासनिक के भाषण की प्रति अनुबंध-VI में दी गई है।

12. केब की 50वीं बैठक में बोर्ड के सभी सदस्यों का स्वागत करते हुए केब के अध्यक्ष श्री अर्जुन सिंह ने अपने उद्घाटन भाषण में टिप्पणी की कि केब की यह स्वर्ण जयन्ती बैठक है तथा कहा कि यदि यह बैठक ऐतिहासिक बन जाए तो बहुत ही अच्छा होगा। जिन परिस्थितियों से बोर्ड निपटना चाहता है उनकी शीघ्र आवश्यकता को स्पष्ट करते हुए श्री अर्जुन सिंह ने केब के सदस्यों का सार्वजनिक रूप से ध्यान आकृष्ट किया जिन पर विचारार्थ दोनों मुद्दों में पर्याप्त ध्यान दिया गया है। उन्होंने नोट किया कि यशपाल समिति की सिफारिशों को लागू करने के सरकार के संकल्प को सहायता प्रदान करने की लोगों की बहुत ही जोरदार राय है। अतः इस मामले में शीघ्र कदम उठाने की आवश्यकता है। श्री अर्जुन सिंह ने नोट किया कि यशपाल समिति की सिफारिशों के सम्बन्ध में सार्थक और काफी मात्रा में अधिकांश राज्यों में वाद-विवाद हुआ है। यह महसूस करते हुए कि सिफारिशों को लागू करने से देश में प्रारंभिक शिक्षा को एक नई दिशा मिलेगी, उनका यह अभिमत था कि सिफारिशों की लोकप्रिय बंग से स्वीकृति प्राप्त करने के लिए राज्य स्तरीय समितियों और कार्यशालाओं का आयोजन करना जरूरी है। अतः उनका यह अभिमत था कि चूंकि कुछ राज्यों में सेमिनार और कार्यशालाएं आयोजित नहीं की गई हैं इसलिए केब की एक

दूसरी बैठक अगले दो महीनों या किसी भी समय इन राज्यों से प्राप्त प्रत्युत्तर पर चर्चा करने के लिए आयोजित की जा सकती है।

13. खेलकूद पर केव समिति की रिपोर्ट का उल्लेख करते हुए श्री अर्जुन सिंह ने कहा कि लगभग 5-6 माह पूर्व भारतीय खेलकूद प्राधिकरण की बैठक में प्रधानमंत्री द्वारा स्वयं ही इस दशा में पहल की गई है। उन्होंने बोर्ड की पिछली बैठक में यह संकल्प व्यक्त किया था कि बोर्ड की शीघ्र बैठक आयोजित करके इस रिपोर्ट पर चर्चा की जाए ताकि इसका कार्यान्वयन अगले शैक्षिक सत्र से आरम्भ हो सके। उन्होंने अपने इस संकल्प के प्रति भी बोर्ड के सदस्यों का ध्यान आकृष्ट किया।

14. श्री अर्जुन सिंह ने उल्लेख किया कि पिछले 6 माह के दौरान खासकर राष्ट्रीय विकास परिषद् की पिछली बैठक के पश्चात् शिक्षा के प्रति राष्ट्रीय रुचि में वृद्धि हुई है। इस बैठक ने शिक्षा तथा इसके सभी अनुचरी विषयों को हमारे राष्ट्रीय विकास के केन्द्रीय चरण पर ला दिया है। विगत विगत दिसम्बर में आयोजित नौ सर्वाधिक जनसंख्या वाले देशों के "सभी के लिए शिक्षा" शिखर सम्मेलन तथा ऐतिहासिक दिल्ली घोषणा के पारित होने का स्मरण दिलाते हुए श्री अर्जुन सिंह ने उल्लेख किया कि ई० एफ० ए०-9 शिखर सम्मेलन की अनुवर्ती कार्रवाई के रूप में 15 फरवरी, 1994 को आयोजित मुख्य मंत्रियों के सम्मेलन में IX वीं योजना में तथा इससे आगे शिक्षा में सकल राष्ट्रीय उत्पाद का 6% निवेश करने के संकल्प की घोषणा की गई तथा इस संकल्प को भारत के महामहिम राष्ट्रपति के उस अभिभाषण में शामिल किया जिसे उन्होंने संसद के दोनों सदनों के सम्मुख दिया। एक सकल राष्ट्रीय उत्पाद के 3.7% के वर्तमान निवेश के स्थान पर 6% की मात्रात्मक वृद्धि से यह तर्क अब उचित नहीं रह जाएगा कि निधियों की अपर्याप्तता के कारण शैक्षिक विकास नहीं हो पाता है? इस प्रकार गुणात्मक कार्य तथा एक निश्चित समय सीमा में निष्पादित किए जाने के लिए भौतिक सध्यों का पता लगाने का यह उचित समय है ताकि स्कूली शिक्षा में सरकार के जिस योगदान की जनता अपेक्षा रखती है उसे पूरा किया जा सके। अध्यक्ष महोदय का भाषण अनुबन्ध-VII में दिया गया है।

15. अध्यक्ष महोदय के उद्घाटन भाषण के पश्चात् पिछली बैठक के कार्यवृत्त पर विचार विमर्श किया गया। अध्यक्ष महोदय के पूछने पर शिक्षा सचिव ने बताया कि पिछली बैठक के कार्यवृत्त पर केवल एक ही सदस्य अर्थात् डा० शंकर दयाल सिंह की टिप्पणियां प्राप्त हुई हैं। डा० शंकर दयाल सिंह की टिप्पणियों के साथ कार्यवृत्त की अभिपुष्टि की गई।

16. इसके पश्चात् अध्यक्ष महोदय ने प्रो० यशपाल से स्कूली पाठ्यचर्या के बोझ पर राष्ट्रीय सलाहकार समिति की

रिपोर्ट का संरोध विचारार्थ प्रस्तुत करने के लिए अनुरोध किया। प्रो० यशपाल ने शीघ्र ही कुछ ठोस कदम उठाने की आवश्यकता पर बल दिया। समिति की निम्नलिखित बातों पर उन्होंने सदस्यों का खास तौर पर ध्यान आकर्षित किया :—

- (i) ज्ञान के लिए विस्फोट तथा पश्चिमी राष्ट्रों की बराबरी करने के पाठ्यचर्या और पाठ्यपुस्तक तैयार करने के सम्मोहन से स्कूली शिक्षा में अनेक समस्याएं उत्पन्न हुई हैं। चूंकि याद रखने की मानव मस्तिष्क की क्षमता सीमित है इसलिए बच्चों के मस्तिष्क में बढ़ते हुए ज्ञान का सतत भण्डारण असंभव है। सूचना को याद रखने की क्षमता के आधार पर बच्चों का मूल्यांकन किया जाना/त्याग जाना चाहिए। अतः "भण्डारण क्षमता" के स्थान पर सूचना के जरिए संचालित करने की बच्चों की क्षमता तैयार करने पर बल दिया जाना चाहिए।
- (ii) स्कूली पाठ्यपुस्तकों संबंधित विषयों के विशेषज्ञों द्वारा लिखी जाती हैं न कि स्कूली शिक्षकों द्वारा अपने-अपने विषयों के प्रति लगाव के कारण वे पाठ्यपुस्तकों में अधिक विषयों (शीर्षकों) को शामिल कर देते हैं जिसके कारण जिन बच्चों के लिए ये पुस्तकें तैयार की जाती हैं उनके लिए ये समझ से बाहर हो जाती हैं।
- (iii) पाठ्यपुस्तकों के गुरुत्वीय बोझ पर भार की तुलना में न समझने का बोझ ज्यादा गंभीर है और बच्चों के आस-पास का जो माहोल है उससे पाठ्यपुस्तकों की विषय-वस्तु के न जुड़े होने के कारण यह बोझ उत्पन्न हुआ है।
- (iv) शैक्षिक प्राधिकरणों का सौरातिक ढांचा स्कूली शिक्षकों को अपनी राय पर्याप्त मात्रा में व्यक्त करने की अनुमति नहीं देता है। केवल कमी-कमाल ही शिक्षकों से पाठ्यपुस्तक तैयार करते समय परामर्श लिया जाता है।

17. प्रो० यशपाल ने आग्रह किया कि पाठ्यचर्या विकास और पाठ्यपुस्तक तैयार करने की प्रक्रियाओं का केन्द्र बिन्दु बच्चे होने चाहिए। न्यूनतम अधिगम स्तर (एम० एल० एल०) के दृष्टिकोण से सहमति व्यक्त करते हुए प्रो० यशपाल ने उल्लेख किया कि इस दृष्टिकोण में भी 'ज्ञान के विस्फोट' तथा 'बराबरी' करने की बीमारी के गौण प्रभाव का ध्यान रखा जाना चाहिए। स्कूलों में पाठ्यपुस्तकों की स्कूली संपत्ति के रूप में रखने तथा इन्हें छात्रों को बारी-बारी से जारी करने की समिति की सिफारिश पर साधधानीपूर्वक विचार करने का उन्होंने आग्रह किया। उनका यह अभिमत था

कि सभी छात्रों को पाठ्यपुस्तकों की आपूर्ति में हो रहे बहुत अधिक धन के सहे नजर यह तरीका बहुत ही लाभदायक प्रभावी है। केन्द्रीय माध्यमिक शिक्षा बोर्ड का संरक्षण केन्द्रीय विद्यालय तथा नवोदय विद्यालय तक सीमित रखने की समिति की सिफारिश का उल्लेख करते हुए उन्होंने कहा कि यद्यपि वे इस सिफारिश के पक्ष में बहुत अधिक नहीं हैं लेकिन स्थानीय प्रासंगिकता के बगैर एक सशक्त पाठ्यपुस्तकों सभी राज्यों में निर्धारित करने की वांछनीयता तथा स्थानीय बच्चों द्वारा इन्हें ना सफल पाने के कारण इनके भारी हो जाने की बात को ध्यान में रखा जाना चाहिए। अंत में उन्होंने देश में ब्राह्म उन्मुख सामाजिक लोकाचार सृजित करने के लिए "ग्राम सैट" चेतना की उपयोगिता की जांच करने के लिये एक समिति गठित करने का आग्रह किया।

18. संसद सदस्य श्री सिकन्दर बख्त ने बताया कि दिल्ली महानगर में मात्र दो स्टेडियम हैं तथा पर्याप्त संख्या में खेल के मैदान/क्रीडास्थल नहीं हैं। उन्होंने आग्रह किया कि स्टेडियम का निर्माण करने के स्थान पर खेल के मैदान के निर्माण पर बल दिया जाना चाहिए। यदि समुचित ढंग के खेल के मैदान/क्रीडास्थल नहीं होंगे तो एक भी खिलाड़ी तैयार नहीं किया जा सकता। उन्होंने सुझाव दिया कि खिलाड़ियों को खेलकूद के उपकरण निःशुल्क दिए जाने चाहिए। उन्होंने शारीरिक प्रशिक्षण के लिए स्कूलों में प्रातः 40 मिनट की अवधि निर्धारित करने की सिफारिश को भी मंजूरी प्रदान की। उन्होंने ऐसे क्रीडा संघों के कार्य करण की आलोचना की जहां अफसर पदाधिकारी के रूप में कार्य कर रहे हैं तथा कहा कि इन संघों को राजनीति से दूर रखा जाना चाहिए। उनका यह अभिमत था कि प्रतिभाओं की पहचान कर लिये जाने के पश्चात् इन्हें गहन प्रशिक्षण दिया जाना चाहिए। एक-एक खिलाड़ी को प्रशिक्षक उपलब्ध कराया जाना चाहिए। उन्होंने यह भी सुझाव दिया कि खिलाड़ियों के लिए अधिकतम आयु सीमा निर्धारित की जानी चाहिए अर्थात् यह 20-25 वर्ष होनी चाहिए ताकि अन्य खिलाड़ियों को भी अवसर मिल सके।

19. ग्राम, ब्लाक और जिला स्तरों पर शिक्षा समितियां गठित करने की यशपाल समिति की सिफारिश का उल्लेख करते हुए महाराष्ट्र के स्कूली शिक्षा मंत्री श्री अलीम जकारिया ने बैठक को सूचित किया कि महाराष्ट्र में प्राथमिक शिक्षा जिला परिषदों को तथा माध्यमिक शिक्षा प्राइवेट शैक्षिक संस्थाओं को पहले ही हस्तान्तरित की जा चुकी है। उन्होंने कहा कि इस विकेन्द्रीकरण से ग्रामों में खामकर पहाड़ी तथा आदिवासी क्षेत्रों में पहुंच उपलब्ध कराने के लिए बहुत अधिक प्रोत्साहन मिला है। उन्होंने बताया कि राष्ट्रीय शैक्षिक अनुसन्धान और प्रशिक्षण परिषद्, तथा राज्य शैक्षिक अनुसन्धान और प्रशिक्षण परिषद्, पुणे द्वारा संयुक्त रूप से दो राज्य स्तरीय मेमिनार आयोजित किए गए तथा इन

मेमिनारों से दो दृष्टिकोण उभर कर सामने आए और उन्हें केन्द्र सरकार के पास भेज दिया गया। गृह कार्य सम्बन्धी समिति की चिन्ता का उल्लेख करते हुए उन्होंने कहा कि स्कूल में ही गृह कार्य संपन्न कर लिए जाने के लिए शिक्षकों को छात्रों की मदद पर और अधिक ध्यान समय खर्च करना चाहिए। जहां तक शिक्षकों को तैयार करने से संबंधित पर्याप्त कार्यक्रमों के बारे में समिति का तर्क है, श्री जकारिया ने बताया कि इस वर्ष में राज्य सरकार का इरादा सेवाकालीन प्रशिक्षण के जरिए 40,000 प्राथमिक स्कूल शिक्षकों को शामिल करने का है।

20. महाराष्ट्र के खेल मंत्री श्री अरुण वीर दिवाकर ने बताया कि महाराष्ट्र में प्राथमिक स्कूल के स्तर से ही खेलकूद की प्रोत्साहित को समुचित महत्व दिया जा रहा है। उन्होंने बताया कि बच्चों को समुचित मार्गदर्शन प्रदान किया जाता है ताकि भविष्य में चलकर वे बेहतर खिलाड़ी बन सकें। उन्होंने सुझाव दिया कि प्रत्येक तालुक और जिला में खेलकूद के परिसर होने चाहिए। इन परिसरों में खेलकूद के उपकरण तथा प्रशिक्षक उपलब्ध होने चाहिए और इस सम्बन्ध में भारत सरकार को मार्गदर्शी रूपरेखाओं के साथ आगे आना चाहिए। उनका यह अभिमत था कि दिवाली या ग्रीष्मकाश के दौरान बच्चों को खेलकूद का समुचित प्रशिक्षण दिया जा सकता है।

21. तमिलनाडु के शिक्षा मंत्री प्रो० के० पुन्नुसामी ने बताया कि स्कूली शिक्षकों तथा शिक्षक-अभिभावक संघों के सदस्यों के पांच-पांच भिन्न-भिन्न समूहों द्वारा यशपाल समिति की रिपोर्ट पर चर्चा की गई है। स्कूली पाठ्यचर्या तथा पाठ्यपुस्तकों तैयार करने में स्कूली शिक्षकों को शामिल करने की समिति की सिफारिश से सहमत होते हुए उन्होंने महसूस किया कि ऐसा करने समय शिक्षकों को इस बात के लिए प्रोत्साहन दिया जाना चाहिए कि वे स्थानीय जरूरतों को ध्यान में रखें। वे इस बात से भी सहमत थे कि पाठ्यपुस्तक आधारित तथा प्रश्नोत्तरी प्रकार के प्रश्नों के स्थान पर अवधारणा पर आधारित प्रश्नों को अपनाया जाना चाहिए। छात्रों के बोझ को कम करने के लिए परीक्षाओं में सेमेस्टर सिस्टम अपनाने के लिए भी उन्होंने तर्क प्रस्तुत किया।

22. खेल तथा शारीरिक शिक्षा पर रिपोर्ट का हवाला देते हुए प्रो० पुन्नु स्वामी ने कहा कि तमिलनाडु में कक्षा I से कक्षा V तक की कक्षाओं में नड़ रहे छात्रों के लिए शारीरिक शिक्षा हेतु अलग पाठ्यक्रम तैयार किया गया है और कक्षा VI से कक्षा XII तक शारीरिक शिक्षा के लिए प्रति सप्ताह 2 पीरियड नियत किए गए। इसके अतिरिक्त कक्षा I से कक्षा XII तक के बच्चे स्कूली समय के बाद एक घण्टे तक खेलते हैं। प्रभावी शारीरिक शिक्षा प्रदान करने के उद्देश्य से हाई स्कूलों में प्रशिक्षित शारीरिक शिक्षा शिक्षकों तथा उच्चतर माध्यमिक स्कूलों में शारीरिक निदेशकों को नियुक्त किया गया है। खेलकूदों में छात्रों की सक्रिय सह-

भागिता प्रोत्साहित करने के लिए राज्य सरकार प्रतिवर्ष भारतीय दिवस खेलों और गणतंत्र दिवस खेलकूद नामक दो राज्य स्तरीय प्रतियोगिताएं आयोजित करती है और विजेताओं तथा रनर्स-अप को क्रमशः 600/-₹ और 400/- ₹ की छात्रवृत्ति प्रदान की जाती है।

23. प्रो० पुष्प स्वामी ने यह भी कहा कि खेल में बच्चों में उत्कृष्टता लाने के लिए खेल छात्रावास की सुविधा वाले 4 राजकीय सहायता प्राप्त खेल स्कूल और यह कि राज्य सरकार का आशय और खेल स्कूल तथा छात्रावास खोलने का है। केन्द्रीय सहायता से विवेकानन्द केन्द्र, कन्याकुमारी में योग में 200 पुरुषों और स्त्रियों को 2 महीने के लिए प्रशिक्षित किया गया है और पाठ्य विवरण में योग को अनिवार्य शारीरिक शिक्षा विषय बना दिया गया है।

24. इसके अतिरिक्त पुष्प स्वामी ने कहा कि राज्य सरकार ने ग्रामीण प्रतिभा को काम में लाने के लिए ग्रामीण खेल-कूद केन्द्र योजना आरंभ की है। प्रत्येक ब्लॉक मुख्यालय में चार एकड़ भूमि का पता लगाया जाएगा और ग्रामीण खेलों को विकसित करने के लिए 400 मीटर का ट्रैक डाला जाएगा। कोच के अतिरिक्त अनिवार्य सामग्रियों के लिए प्रति ब्लॉक 10,000/-₹ का अनुदान ग्रामीण खेल-कूद केन्द्र को प्रदान किया जाएगा जो इसके बदले में उस ब्लॉक के हाई स्कूल के साथ जोड़ दिया जाएगा ताकि वह उन स्कूलों के शिष्यों को गहन कोचिंग प्रदान कर सके। प्रतिभावान् एथलीटों को प्रोत्साहित करने तथा उन्हें तैयार करने के लिए उत्कृष्टता के लिए एक राज्य स्तरीय खेल-कूद छात्रावास स्थापित किया जाना है जहां 16-20 आयु वर्ग के 50 चुने हुए प्रतिभावान् एथलीटों को विशिष्ट कोचिंग तथा विशेष खुराक प्रदान की जाएगी।

25. श्री महेन्द्र सिंह : मध्य प्रदेश के स्कूल शिक्षा मंत्री ने के० शि० सं० बो० को यह बताया कि शिक्षाविदों, शिक्षकों, शिक्षक प्रशिक्षकों, प्रशासकों और अभिभावकों को शामिल करके राज्य में अनेक कार्यशालाएं, यशपाल समिति की रिपोर्ट पर विचार-विमर्श करने के लिए आयोजित की गई थीं तथा एक महीने के अन्दर उनकी टिप्पणियां भारत सरकार को भेज दी जाएगी। उन्होंने यह आश्वासन दिया कि राज्य सरकार स्कूली छात्रों पर पाठ्यचर्या भार को कम करने और बाल-उन्मुख तथा कार्यकलाप आधारित दृष्टिकोण अपनाने में प्राथमिकता प्रदान करेगी। यशपाल समिति की कतिपय विशिष्ट सिफारिशों का हवाला देते हुए उन्होंने निम्नलिखित विचार व्यक्त किए:—

(i) राज्य सरकार ने प्रतिष्ठित स्वैच्छिक एजेंसियों और पाठ्यपुस्तकों तथा शिक्षक प्रशिक्षण तैयार करने में स्कूल शिक्षकों तथा विशेषज्ञों को भी शामिल करने का निर्णय लिया है। इन क्षेत्रों में स्वैच्छिक एजेंसियों के अनुभवों के व्यापक प्रसार के लिए एक उपयुक्त तन्त्र विकसित किया जाएगा।

(ii) राज्य सरकार ने पूर्व स्कूलों को खोलने तथा उनके कार्यक्रम को विनियमित करने और "ओवर

एज्युकेशन" की भारी मात्रा से युवा बच्चों पर हिंसा कर बैठने से ऐसे स्कूलों पर नियंत्रण करने की दृष्टि से निजी एजेंसियों द्वारा पूर्व स्कूलों को चलाने के लिए मानदंड में विकसित करने के लिए भी अनिवार्य विधायी और प्रशासनिक उपाय अपनाने के लिए भी निर्णय लिया।

26. श्री महेन्द्र सिंह ने भी स्कूली पाठ्यपुस्तकों से विशेष रूप से इतिहास के विषय से साम्प्रदायिकता के उन्मूलन के लिए राज्य सरकार द्वारा दी जा रही उच्च प्राथमिकता का भी उल्लेख किया। उन्होंने राज्य द्वारा "शिक्षक सामाख्या" (अथवा शिक्षक को अधिकार) नामक नवीन प्रायोगिक प्रियोजना पांच जिलों में लागू करने में प्राप्त की गई प्रगति के बारे में भी उल्लेख किया। मध्य प्रदेश सरकार भी सेवाओं को अभिसरित किए जाने पर बल दे रही है। इस संदर्भ में, उन्होंने शिक्षा विभाग के सहयोग से लोक स्वास्थ्य विभाग द्वारा चलाए जा रहे "अरुणिमा" नामक स्कूली स्वास्थ्य कार्यक्रम का हवाला दिया। सरकार ने बाल श्रम के प्रभाव क्षेत्र को कम करने के लिए तथा पढ़ाई बीच में ही छोड़ जाने वालों को कम करने के लिए "शिक्षा के लिए भोजन" कार्यक्रम को आरम्भ करने का प्रस्ताव दिया। उन्होंने यह भी उल्लेख किया कि राज्य सरकार ने गांव, ब्लॉक तथा जिला स्तरों पर शिक्षा समितियां स्थापित करने और अभिभावकों तथा स्थानीय नागरिकों को शामिल करने का निर्णय लिया।

27. श्री महेन्द्र सिंह ने यह भी बताया कि राज्य सरकार अनेक प्रोत्साहन प्रदान करके न केवल योग को शामिल करते हुए बल्कि जूडो और कराटे को भी शामिल करते हुए खेलों और शारीरिक शिक्षा को शिक्षा का अभिन्न अंग बनाने हेतु उपाय कर रही है।

28. बनवासी सेवा आश्रम, उत्तर प्रदेश के सचिव, श्री प्रेम भाई ने यह बताया कि वह यशपाल समिति की सिफारिशों से मोटे तौर पर सहमत हैं। उन्होंने यह कहा कि छात्रों को "संकल्पना संरचना" सुकर कराने के उद्देश्य से स्कूल समय में नियमित बहस में भाग लेने के लिए प्रोत्साहित किया जाना चाहिए। उन्होंने यह महसूस किया कि छात्रों को उनकी वास्तविक जीवन परिस्थिति से संबंधित कौशल विकसित करने संबंधी कार्यकलापों और पर्यावरण से जुड़े हुए कार्यकलापों में नियमित रूप से भाग लेने को प्रोत्साहित किया जाना चाहिए। पाठ्यपुस्तकों के अध्यापन में लगाए जा रहे समय में उतनी कमी की जानी चाहिए। उन्होंने यह सुझाव दिया कि यदि अनिवार्य हो तो छुट्टियों और अवकाशों में कटौती करते हुए स्कूली दिवसों तथा स्कूली घंटों, दोनों में वृद्धि की जानी चाहिए। उन्होंने ग्रामीण क्षेत्रों के स्कूलों में न्यूनतम अध्यापन अध्येयन सामग्रियों के प्रावधान के लिए जोरदार अपील की। नियुक्त शिक्षकों की शहरों से स्थानान्तरण कराने



ी ग्रामीण स्कूलों में प्रवृत्ति की ओर सदस्यों का ध्यान आकर्षित करते हुए उन्होंने उपयुक्त समयावधि के लिये ग्रामीण स्कूल में उनके ठहरने को आवश्यक करार देने पर बल दिया। गांव, ब्लाक तथा जिला स्तरों पर शिक्षा समितियां स्थापित करने के लिये यशपाल समिति की सिफारिशों का स्वागत करते हुए श्री प्रेम भाई ने यह बताया कि इस प्रकार की समितियों को पंचायत राज संस्थाओं के अन्तर्गत स्कूल शिक्षकों की भर्ती आदि के मामले में पूर्ण अधिकार दिये जाने चाहिये। खेल कूद तथा शारीरिक शिक्षा की रिपोर्ट का हवाला देते हुए, श्री प्रेम भाई ने यह सुझाव दिया कि यदि आवश्यक हो तो स्कूल के घण्टों में वृद्धि खेल कूद के अनिवार्य पीरिडों को समायोजित करने के लिए की जाए।

29. डॉ० (श्रीमती) सुमन सहाय, अध्यक्ष टी० सी० एस० बिहार (उ० प्र०) ने सुझाव दिया कि ग्रामीण स्कूलों के समय व घण्टे इस प्रकार से समायोजित किये जाने चाहिये कि ग्रामीण बच्चे अपने अभिभावकों के साथ घरेलू कार्यों विशेषतया कृषि कार्यकलापों में उनकी मदद कर सकें। उनका मत था कि ग्रामीण क्षेत्रों में स्कूलों का कार्यकाल बीज बोने के समय और फसल काटने के मौसम के अनुसार छुट्टियों को पुनः समायोजित करके किया जाना चाहिये। उन्होंने महसूस किया कि बच्चों को उनके अभिभावकों के आर्थिक कार्यकलापों से संबंधित आवश्यकता आधारित जानकारी दी जानी चाहिये, उदाहरणार्थ कृषि समुदायों के बच्चों को उनके परिवारों द्वारा उगाये जाने वाली फसलों की जानकारी दी जानी चाहिए। उन्होंने इस बात पर जोर दिया कि भाभाई पाठ्यपुस्तकों में से ऐसे पाठ हटा दिये जायें जो कि स्थानीय सामाजिक एवं सांस्कृतिक व्यवस्था के पूर्णतया अनुरूप नहीं हैं।

30. श्री एस० एस० चक्रवर्ती, शिक्षा मंत्री, पश्चिम बंगाल ने कहा कि वे यशपाल समिति द्वारा व्यक्त आधार भूत चिन्ता से पूर्ण रूप से सहमत हैं कि स्कूली बच्चों पर अत्यधिक बोझ थोप दिया गया है। उन्होंने महसूस किया कि इस बोझ के बढ़ने का एक कारण अभिभावकों तथा शिक्षकों द्वारा स्कूली शिक्षा को मात्र प्रतियोगी परीक्षाएँ उत्तीर्ण करने के प्रयोजन से ही देना है। उन्होंने कहा कि अच्छी पाठ्य-पुस्तकों के लेखकों की कमी है। इस बोझ को कम करने में प्रोत्साहित करते समय यह सावधानी बरती जाये कि बच्चे पर्याप्त जानकारी हासिल करने से वंचित न रह जायें और उन्होंने महसूस किया कि दोनों के मध्य उपयुक्त संतुलन होना चाहिये ताकि बच्चे वास्तविक कार्य स्थितियों में जीवन की चुनौतियों का सामना करने के लिये पर्याप्त तैयार हो सकें।

31. श्री अनिमुर रहमान, प्राथमिक शिक्षा और मदरसा शिक्षा राज्य मंत्री, पश्चिम बंगाल ने बताया कि राज्य सरकार शीघ्र ही कार्यशालायें आयोजित करेगी और अगरी सिफारिशें भेजेगी। उन्होंने यह भी कहा कि खेल और शारीरिक शिक्षा, शिक्षा का एक अभिन्न अंग है और राज्य में प्राथमिक स्कूल

स्तर से खेल प्रतियोगितायें आयोजित करके विभिन्न स्तरों पर इसे प्रोत्साहित किया जा रहा है। उन्होंने यह भी बताया कि सभी शिक्षकों के लिये खेल कूद में विशेष प्रशिक्षण कार्यक्रम आयोजित किये जायेंगे और राज्य सरकार ने एक सम्मिति का गठन किया है जो स्कूलों में मुहैया कराये जाने वाले उपकरणों के विषय में अपनी सलाह देगी। उन्होंने यह भी बताया कि निकट भविष्य में जिला स्तर पर कुछ स्कूलों के सम्बन्ध में केवल विशेष खेल स्कूलों के रूप में विचार किया जायेगा और राज्य सरकार इन्हें सभी सुविधायें प्रदान करेगी। वे इस बात से सहमत थे कि अन्तर्राष्ट्रीय खेलों में हमारा कार्य निष्पादन बहुत खराब है। उन्होंने यह भी सुझाव दिया कि विश्वविद्यालय अनुदान आयोग कालेजों तथा विश्व-विद्यालयों के छात्रों को शारीरिक शिक्षा और खेलों में प्रोत्साहन देने के लिये एक कार्यक्रम तैयार करे। उन्होंने और आगे कहा कि यद्यपि कई बैठकें आयोजित की गईं और कई सिफारिशें भी की गईं परन्तु वित्तीय अभाव की वजह से सिफारिशें क्रियान्वित न की जा सकी। उन्होंने यह भी उल्लेख किया कि खेल-कूद के लिये काफी कम आवंटन किया गया और उन्होंने अनुरोध किया कि खेलों के लिये आवंटनों में वृद्धि की जानी चाहिये।

32. डॉ० सैयद हसन, निदेशक, इन्सान स्कूल और कॉलेज, किशनगंज, पूर्णिया (बिहार) ने महसूस किया कि शिक्षकों, विशेषकर प्राइमरी स्कूल शिक्षकों के लिये प्रशिक्षण कार्यक्रमों को सुदृढ़ करना यशपाल समिति की सिफारिशों को लागू करने में एक अत्यावश्यक कदम है। उन्होंने कार्यकलापों, विशेषकर सांस्कृतिक कार्यकलापों के जरिये पुस्तकों के बिना अध्यापन पर जोर दिया। पाठ्यपुस्तकें तैयार करने में शिक्षकों की भूमिका में वृद्धि पर समिति के बल देने पर वह पूरी तरह से सहमत थे।

33. डॉ० हसन, शिक्षा के सभी स्तरों पर समेकित और शारीरिक शिक्षा के लिये श्री के० पी० सिंह देव समिति की सिफारिशों से सहमत थे। उन्होंने जोर दिया कि सिफारिशों को लागू करने तथा साथ ही खेल कूद में उत्कृष्टता प्राप्त करने के लिये खिलाड़ियों को दी जाने वाली सुविधाओं में सुधार लाने के लिये कदम उठाये जाने चाहिये। उन्होंने आगे कहा कि ग्रामीण क्षेत्रों में प्रतिभाशाली छात्र मौजूद हैं। उन्होंने सुझाव दिया कि उनकी पहचान करने के लिये प्रयास किये जाने चाहिये और ग्रामीण खेल-कूद में सुधार लाने के लिये प्रोत्साहन दिया जाना चाहिये।

34. यशपाल समिति की रिपोर्ट का उल्लेख करते हुए, प्रो० (श्रीमती) अन्नपूर्णा शुक्ल ने सुझाव दिया कि स्कूल स्तर पर रोजगारोन्मुख शिक्षा से भिन्न रोजगारोन्मुख प्रशिक्षण पर अधिक बल दिया जाना चाहिये। उन्होंने अनुभव किया कि स्कूल के बच्चों का रोजगार और व्यावसायिक दक्षता की ओर अभिमुख तीन कट-आउट स्तरों अर्थात् (i) कक्षा X, (ii) कक्षा XI और (iii) कक्षा XII पर होना चाहिये।

और यह दिशा निर्देशन उनकी प्रवृत्ति तथा विभिन्न रक्षा और सिविल क्षेत्रों में रोजगारोन्मुख पाठ्यक्रमों में प्रवेश लेने में उनकी सफलता के अनुसार होना चाहिये। उन्होंने सुझाव दिया कि कक्षा XII के अन्त में, व्यावसायिक पाठ्यक्रमों और विज्ञान तथा सामाजिक विज्ञान में उच्च शिक्षा पाठ्यक्रमों में भी दाखिले के लिये राष्ट्रीय स्तर पर एक ज्ञान परीक्षा होनी चाहिये। उन्होंने सुझाव दिया कि योग प्राइमरी स्तर से आरम्भ किया जाना चाहिये और न कि माध्यमिक स्तर से जैसे कि उप समिति की रिपोर्ट में सिफारिश की गई है।

35. श्री नारायण चन्द्र पराशर, शिक्षा मंत्री, हिमाचल प्रदेश ने उल्लेख किया कि राज्य सरकार के लिये यशपाल समिति और मानव संसाधन विकास मंत्रालय के दल की रिपोर्ट पर कार्यशालायें आयोजित करना संभव नहीं हुआ। वह प्रो० यशपाल द्वारा दी गई टिप्पणियों से सहमत थे कि कक्षा में अध्यापन सूचना पर अत्यधिक बल दिया जाता है और स्कूलों में शैक्षिक बोझ का वास्तविक कारण "अवोधगम्यता" का भार है। यह विचार प्रकट करते हुए कि स्कूलों में समान पाठ्य पुस्तकें स्थानीय सन्दर्भों से भिन्न होती हैं, उन्होंने सुझाव दिया कि कुछ स्थानीय भाषायें अथवा बोलियाँ जिन्हें संविधान की आठवीं अनुसूची में शामिल नहीं किया गया अथवा जिन्हें साहित्य अकादमी द्वारा मान्यता प्रदान नहीं की गई, उन्हें इस प्रकार के बच्चों की पाठ्यपुस्तकों में शामिल किया जाना चाहिये जिनके लिये इस प्रकार की स्थानीय भाषा अथवा बोली मातृभाषा है।

36. श्री पराशर ने बताया कि जहाँ तक खेल-कूद और शारीरिक शिक्षा रिपोर्ट का सम्बन्ध है, हिमाचल प्रदेश एक ऐसा उपयुक्त राज्य है जहाँ छात्रों के लिये तैराकी, ट्रेकिंग, पर्वतारोहण जैसे खेल-कूद नितान्त स्वाभाविक है। उन्होंने यह भी कहा कि राज्य सरकार एक राज्य उच्च शिक्षा परिषद् भी गठित करना चाहती है और उन्होंने आशा व्यक्त की कि राज्य में विद्यमान स्थानीय खेल-कूद प्रतिभाग्यों को मान्यता दी जायेगी।

37. डा० पी० वी० रंगाराव, शिक्षा मंत्री आन्ध्र प्रदेश ने सूचित किया कि 21 फरवरी, 1994 को आयोजित राज्य स्तरीय कार्यशाला में यशपाल समिति और मानव संसाधन विकास मंत्रालय दल, दोनों की रिपोर्ट पर घिसे पिटे रूप से विचार विमर्श किया गया था। यशपाल समिति की सिफारिशों का विस्तृत विश्लेषण करते हुए डा० राव ने बताया कि राज्य सरकार मानव संसाधन विकास मंत्रालय के दल के विचारी से स्पष्टतः सहमत है। उन्होंने निम्नलिखित टिप्पणियाँ कीं -

(i) व्यक्तिगत प्रयासों को प्रोत्साहित करना शिक्षण के प्रतिकूल है। क्योंकि सामूहिक कार्यकलाप तथा व्यक्तिगत प्रयास अनन्य अथवा विरोधात्मक नहीं हैं। तथापि प्राइमरी स्तर पर सामूहिक कार्यकलापों को प्राथमिकता दी जानी चाहिये।

(ii) पाठ्य पुस्तकें लिखने में शिक्षकों की सहभागिता अनिवार्य है। इसके साथ-साथ पाठ्यचर्या विकास में विशेषज्ञों को इस प्रक्रिया में सम्बद्ध किया जाना जारी रहना चाहिये। पाठ्यचर्या तैयार करने का कार्य केवल राज्य स्तर पर किया जाना चाहिये। "मण्डल" स्तर और स्कूल स्तर पर पाठ्यपुस्तक तैयार करने कोई बेबीशियाँ पैदा होंगी।

(iii) प्रतिस्पर्धी विश्व की भांगों को ध्यान में रखकर पाठ्यचर्या के बोझ को कम करने का अर्थ उस आवश्यक विषय-वस्तु को हटाया नहीं होना चाहिये भारत में स्कूली शिक्षा के स्तर को अन्तर्राष्ट्रीय स्तर के बराबर बनाती है।

(iv) विद्यमान सार्वजनिक परीक्षा प्रणाली का पूर्ण प्रतिस्थापन संभव नहीं था। जबकि अध्ययन प्रक्रिया ऐसी होनी चाहिये जिसमें विचारों को अनाने को बढ़ावा दिया जा सके फिर भी कठस्थ करने की प्रक्रिया पूर्णतः त्याग जाना चाहिये क्योंकि यह भी अध्ययन प्रक्रिया का एक भाग था।

(v) राज्य सरकार द्वारा हाल ही में जारी किए गये निजी शैक्षिक संस्थाओं के संचालन के शासी नियमों को, ऐसी संस्थाओं में शैक्षिक स्तरों को बनाये रखने के लिये काफी कड़ा किया गया है। सभी को शिक्षा प्रदान करने हेतु सरकारी निधियों की सीमा को ध्यान में रखते हुए स्कूलों आदि को स्थापित करने में निजी पहन को प्रोत्साहित किया जाना चाहिये।

(vi) गृह कार्य के सम्बन्ध में यशपाल समिति की सिफारिशों के सम्बन्ध में राज्य सरकार मानव संसाधन विकास मंत्रालय के दल के विचारों से सहमत थी। तथापि प्राथमिक स्तर पर स्कूल बस्ते के भार को कम किया जाना चाहिये लेकिन पाठ्यपुस्तकों को स्कूल की संपत्ति समझना व्यवहार्य नहीं है। जब किताबें घर से ले जायी जाती हैं तो बच्चे समझते हैं कि पुस्तकें उनकी हैं और यह बहुत महत्वपूर्ण बात है। राज्य सरकार ने हाल ही में प्राथमिक कक्षाओं के सभी बच्चों को विशुद्ध पाठ्य पुस्तकें प्रदान करने का निर्णय लिया है। इस सुविधा को कक्षा X तक दिया जाना चाहिये।

(vii) वित्तीय अभावों को ध्यान में रखते हुए शिक्षक छात्र औसत को 1:40 कम करना कठिन होगा।

(viii) आन्ध्र प्रदेश जैसे बड़े राज्य में प्रतीम बोलीगत विविधताओं को ध्यान में रखते हुए भाषा की पाठ्य पुस्तकों में प्रचलित बोली का विचार व्यवहार्य नहीं है।

(ix) जबकि राज्य सरकार इससे सहमत है कि प्राथमिक कक्षाओं में विज्ञान पाठ्यचर्या और पाठ्यपुस्तकों में प्रयोग हेतु एक अपेक्षाकृत बड़ा कक्ष प्रदान किया जाना चाहिए, फिर भी उच्चतर माध्यमिक कक्षाओं के लिये विज्ञान पाठ्यचर्या के संबंध में मानव संसाधन विकास मंत्रालय ग्रुप के विचारों में भी सहमत है।

(x) कक्षा VI-X में सामाजिक विज्ञानों की पाठ्यचर्या संशोधन के संबंध में यशपाल समिति की सिफारिशों के सम्बन्ध में राज्य सरकार मानव संसाधन विकास मंत्रालय के ग्रुप के विचारों से सहमत है।

(XI) शिक्षकों के सेवापूर्व और सेवाकालीन प्रशिक्षण को सुधारने की आवश्यकता पर राज्य सरकार द्वारा पूर्णतः सहमत है जिसने आन्ध्र प्रदेश में विद्यमान 23 जिला शिक्षा प्रौद्योगिकी संस्थानों को सुदृढ़ बनाने के लिए कदम उठाए और 3-4 वर्षों के लिए सेवाकालीन पाठ्यक्रमों को चलाने के लिए 69 उप-जिला शिक्षा प्रौद्योगिकी संस्थानों को गठित करने हेतु मानव संसाधन विकास मंत्रालय को एक प्रस्ताव भेजा। राज्य सरकार ने आन्ध्र प्रदेश के राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद को सुदृढ़ बनाने हेतु मानव संसाधन विकास मंत्रालय को एक प्रस्ताव भी भेजा।

XII) बल केन्द्रित प्रकृति के सृजन हेतु इलेक्ट्रॉनिक माध्यम के वृहत् प्रयोग के लिए यशपाल समिति की सिफारिश पूर्ण रूप से स्वीकार है, तथापि शिक्षा प्रौद्योगिकी संबंधी केन्द्रीय प्रायोजित योजना के अन्तर्गत "नॉन-रिसेप्शन जोनों" में स्कूलों में वीडियो कैसेटों को उदारता से प्रदाय किया जाना चाहिए।

38. खेलों और शारीरिक शिक्षा पर केन्द्रीय शिक्षा सलाहकार बोर्ड की समिति की रिपोर्ट पर अपनी टिप्पणियों में डॉ० रंगाराव ने कहा कि आन्ध्र प्रदेश के प्रत्येक स्कूल में स्कूल स्तरीय खेल प्रतियोगिताएं प्रायः प्रति वर्ष आयोजित की गई थी। स्थानीय प्रतिभागियों की पहचान की जाती है उनका उपयोग और विकास किया जाता है। उनका विचार था कि उनके राज्य में खेल के मैदानों की संख्या राज्य में स्थापित स्कूलों की संख्या की तुलना में कम है और उन्होंने सुझाव दिया कि केन्द्र सरकार को स्कूलों को अपने खेल के मैदान प्राप्त करने में मदद करने हेतु सहायता प्राप्त करनी चाहिए। डॉ० रंगाराव ने यह भी कहा कि हमारे देश की एक स्वस्थ प्रतियोगी प्रकृति की आवश्यकता है। ग्रामीण क्षेत्रों में गहन शिक्षण की आवश्यकता है जहां अद्वितीय प्रतिभाएं उपलब्ध हैं। ग्रामीण जनजातीय क्षेत्रों में उपलब्ध प्रतिभा का उपयोग और विकास किया जाना चाहिए। देश में खेलों को बढ़ावा देने के लिए खेल स्कूल स्थापित किए जाने चाहिए। उन्होंने दो खेल के स्टेडियमों पर प्राप्त करने के लिए केन्द्रीय सहायता की मांग की।

39. डॉ० (श्रीमती) सरस्वती स्वैन ने उड़ीसा के विशेष-कर जनजाति क्षेत्रों के ग्रामीण विद्यालयों में भौतिक सुविधाओं

में सुधार की मांग की। उनका विचार था कि जनजाति क्षेत्रों के विद्यालयों में शिक्षकों की अनुपस्थिति बढ़ती जा रही है जिसने अब चिंताजनक स्वरूप धारण कर लिया है और इसे यशपाल समिति की रिपोर्ट में स्थान दिया जाना चाहिए था। समिति की इस सिफारिश से पूर्णतः सहमत होते हुए कि भाषा पाठ्य-पुस्तकों को प्रचलित बोली भी पर्याप्त रूप से दर्शानी चाहिए, उन्होंने सुझाव दिया कि इस सिफारिश की जनजाति क्षेत्रों में लागू करने पर विचार किया जा सकता है। उन्होंने महसूस किया कि विद्यालयों के प्रबंधन में सामूहिक भागीदारी अनिवार्य है और स्कूली शिक्षकों द्वारा दिए जा रही निजी "ट्यूशन" समाप्त कर दिया जाना चाहिए। उनका विचार था कि पाठ्यक्रम का भार कम करने में सरकार द्वारा किए जा रहे प्रयासों के बीच वित्तीय सीमाओं को आड़े नहीं आना चाहिए। उन्होंने सतत और व्यापक मूल्यांकन (ई० सी० ई०) तत्काल लागू करने की मांग की और विद्यालयों में सामूहिक क्रियाकलापों की प्रोत्साहन देने के लिए यशपाल समिति की सिफारिशों के साथ अपनी पूरी सहमति जाहिर की। उन्होंने कहा कि निजी पुस्तक विक्रेताओं द्वारा रा० शै० अनु० प्र० प० पुस्तकों पर जितने चढ़ाकर उनके दामों में 5-6 रुपये की वृद्धि करने के चलन को समाप्त करने की ओर कदम उठाए जाने चाहिए।

40. श्रीमती स्वैन का विचार था कि शारीरिक शिक्षा के लिए सुबह 40 मिनट की अवधि (पीरियड) व्यवहार्य नहीं है। उनका सुझाव था कि इस "पीरियड" को दोपहर अथवा शाम को रखा जाना चाहिए। उनका कहना था कि हमें खेल-कूद के लिए फीस नहीं वसूलनी चाहिए क्योंकि हम निःशुल्क शिक्षा प्रदान करने के लिए वचनबद्ध हैं। उन्होंने उल्लेख किया कि लगभग 500 आवासीय विद्यालय ऐसे हैं जिनमें बड़े खेल के मैदान हैं और विद्यार्थियों के लिए पर्याप्त सुविधाएं हैं और यदि भारत सरकार वित्तीय सहायता प्रदान करे तो इन विद्यालयों को खेल-कूद विद्यालयों में विकसित किया जा सकता है।

41. श्री के० पी० सिंह देव : सूचना एवं प्रसारण राज्य मंत्री ने यह महसूस किया कि केन्द्रीय सलाहकार शिक्षा बोर्ड समिति की रिपोर्ट लगभग सभी राज्यों ने पर्याप्त रूप से अपना ली है। समिति और उसकी रिपोर्ट की पृष्ठभूमि देते हुए उन्होंने इस ओर ध्यानाकर्षित किया कि समिति ने दो पक्षों पर विचार किया है—लक्ष्य और लक्ष्य से अतिरिक्त लक्ष्य है, सामूहिक भागीदारी केवल विद्यार्थियों को ही नहीं अपितु शिक्षकों और अभिभावकों के साथ पूरा समुदाय अपना योगदान देता है। लक्ष्य के अतिरिक्त है, भारत खेल प्राधिकरण और भारत सरकार द्वारा लागू की गई विभिन्न योजनाओं के माध्यम से उत्कृष्टता की प्राप्ति।

42. श्री सिंह देव ने यह भी कहा कि विभिन्न देशों में विशेष-कर तत्कालीन सोवियत संघ, क्यूबा, चीन, जर्मन लोकतंत्रात्मक गणराज्य, (पूर्व जर्मनी) में खेल कूद तथा शारीरिक शिक्षा को

राष्ट्रीय स्वास्थ्य, राष्ट्रीय अनुशासन, राष्ट्रीय क्षमता, राष्ट्रीय चरित्र निर्माण, राष्ट्रीय गौरव तथा राष्ट्रीय एकता और अखंडता के प्रतीक के रूप में लिया जाता है। उनका मत था कि निवेश को शून्य कर खेल-कूद में उत्कृष्टता प्राप्त नहीं की जा सकती। उन्होंने कहा कि स्थानीय स्वशासन को शामिल करना होगा। बुनियादी सुविधाएं विद्यमान हैं किन्तु उनका भरपूर प्रयोग किया जा रहा है। शाम को 40 मिनट की ड्रिल प्रारंभ करने के मुझाव पर प्रतिक्रिया व्यक्त करते हुए उन्होंने कहा कि प्रायः 40 मिनट का मुझाव दिया गया था जैसाकि सशस्त्र स्कूलों में प्रयोग में लाया जा रहा है। तथापि, उन्होंने इस संबंध में निर्णय लेने के लिए के० शि० सला० बोर्ड को छोड़ दिया। प्राथमिक स्तर से "योग" प्रारंभ करने के मुझाव के संबंध में उन्होंने कहा कि शिक्षकों तथा आवश्यक बुनियादी सुविधा की कमी के कारण इसकी सिफारिश नहीं की गई।

43. डा० पी० वी० रंगा राव, शिक्षा मंत्री, आंध्र प्रदेश, ने हस्तक्षेप करने हुए कहा कि यद्यपि हमारे पास खेल-कूद के लिए पर्याप्त बुनियादी सुविधाएं तथा संस्थाएं हैं, किन्तु हम उसका भरपूर उपयोग नहीं कर रहे हैं। भारतीय दल ओलम्पिक एग्रीयार्ड तथा राष्ट्रकुल देशों के खेलों जैसी सभी अन्तर्राष्ट्रीय स्पर्धाएं/प्रतियोगिताओं में भाग लेता है, किन्तु इसमें छात्रों का प्रतिनिधित्व काफी कम है। अच्छे परिणाम प्राप्त करने के लिए बच्चों को कम उम्र में ही अपने प्रतिभा विकसित करने के लिए प्रोत्साहित करने की आवश्यकता है। उन्होंने यह भी कहा कि प्राथमिक स्तर से योग का प्रशिक्षण प्रदान करना शिक्षकों की कमी के कारण संभव नहीं हो सकता है। उनका यह मत था कि न्यूनतम खर्च किए जाएं और एक बार उन संस्थाओं को, जिसके पास सारी सुविधाएं विद्यमान हैं पूर्ण उपयोग में लाया जाता है तो उसको प्रभाव व्यापक होगा। इस दौरान उपकरण लागत की साझेदारी बुनियादी लागत की साझेदारी खेल-मैदान तथा अन्य निर्माणों को संस्थागत किया जा सकता है। इसे चरणों में करना मुश्किल न होगा : डा० रंगा राव ने श्री के० पी० सिंह देव द्वारा व्याप्त इन विचारों से सहमति व्यक्त की कि माता-पिता तथा शिक्षकों की सक्रिय भागीदारी के बिना युवाओं विशेषकर स्कूली बच्चों की खेल-कूद और शारीरिक कार्यकलापों के लिए प्रेरित करना संभव हो सकता है।

44. डा० रामचंद्र पुर्वे, शिक्षा मंत्री बिहार ने कहा कि राज्य सरकार मोटे तौर पर यशपाल कमेटी की रिपोर्ट से सहमत है। उन्होंने खेद व्यक्त करते हुए कहा कि शिक्षा पद्धति पूर्णतः परीक्षा-उन्मुख हो गई है जिसके परिणामस्वरूप "गैर व्याप्ति" का भार बढ़ता चला गया। उन्होंने बैठक को सूचित किया कि राज्य सरकार ने हाल ही में हाई स्कूल परीक्षा में प्रश्नपत्रों की संख्या 1050 पूर्णांक वाले 15 से घटा कर 900 पूर्णांक वाले 9 कर दिया है। शिक्षा शास्त्रीय तकनीकों में परिवर्तन करने की मांग करते हुए उन्होंने यह विचार व्यक्त किया कि शिक्षकों का पाठ्यचर्या-कार्य संपादन विशेषकर गति में हृषिपूर्ण बनाने के प्रयास करने चाहिए।

उन्होंने सिफारिश की कि पाठ्यचर्या भार कम करने की प्रक्रिया संस्कृति, शारीरिक शिक्षा, पर्यावरण, विज्ञान तथा सामाजिक रूप से उपयोगी उत्पाद कार्य से संबंधित स्कूली कार्यकलापों के प्रति प्रोत्साहित करने के साथ-साथ किया जाना चाहिए। बिहार के उच्च तथा माध्यमिक स्कूलों में इस कार्यकलापों को प्रोत्साहित करने का कार्यक्रम राज्य सरकार ने शुरू किया है। उन्होंने स्कूली बच्चों के गैर-शिक्षक प्रतिभा के पोषण करने के लिए सहायता प्रदान करने पर बल दिया जिससे कि बच्चों के शैक्षिक प्रदर्शन में भी समग्र सुधार हो सकेगा। डा० पुर्वे ने शिक्षकों की अनुपस्थिति की समस्या को हल करने के लिए तत्काल कदम उठाने का आग्रह किया। पाठ्य-पुस्तकों के निर्माण में शिक्षकों की भागीदारी बढ़ाने के लिए उन्होंने सूचित किया कि बिहार में माध्यमिक विद्यालय शिक्षक संघ को इस कार्य में सक्रिय रूप से लगाया गया है। उन्होंने यह यशपाल कमेटी की इस सिफारिश से सहमति व्यक्त की कि भाषाई पाठ्य पुस्तकें बोली जाने वाली भाषा में होना चाहिए। डा० पुर्वे ने यह महसूस किया कि प्राथमिक कक्षाओं में वर्तमान दाखिला-परीक्षा अथवा साक्षात्कार को बच्चों को बिना ब्रताए मूल्यांकन प्रणाली द्वारा हटाया जाना चाहिए। परन्तु वह समिति की इस सिफारिश से सहमत नहीं थे कि पाठ्यपुस्तकों को स्कूल की संपत्ति माना जाता चाहिए तथा बच्चों को कक्षाओं में देने के लिए स्कूल में रखी जाएं। उन्होंने उल्लेख किया कि राज्य सरकार ने गांव शिक्षा समितियां स्थापित करके स्कूलों के सामुदायिक पर्यवेक्षण हेतु यशपाल समिति की सिफारिश कार्यान्वित करना आरम्भ कर दिया है। ग्रामीण समुदाय की भागेदारी को प्रोत्साहित करने के उद्देश्य से राज्य सरकार ने निर्णय लिया है कि ग्रामीण क्षेत्रों में एक स्कूल खोलने पर सम्बन्धित गांव लागत का 20 प्रतिशत देगा। डा० पुर्वे ने शिक्षा में केन्द्रीय सहायता बढ़ाने का भी अनुरोध किया। डा० पुर्वे श्री के० पी० सिंह देव समिति की रिपोर्ट में सिफारिशों से सहमत थे।

45. श्री चैतन्य प्रसाद माझी, शिक्षा मंत्री, उड़ीसा ने कहा कि राज्य सरकार यशपाल समिति द्वारा की गई सिफारिशों से सहमत है जिसकी रिपोर्ट पर पिछले महीने आयोजित राज्य स्तर की कार्यशाला में विचार-विमर्श किया जा चुका है यशपाल समिति की सिफारिशों को वास्तविक शैक्षिक प्रक्रियाओं में कार्यान्वित करने के लिए राजनैतिक संकल्प और प्रशासनिक दक्षता के अलावा हमारे देश में जन आन्दोलन की आवश्यकता है, जिसमें समुदाय की भी सहभागिता हो। इस प्रकार का आन्दोलन शैक्षिक प्रणाली को प्रजातांत्रिक बना सकता है और इसे निहित स्वार्थियों के हाथों से बचा सकता है और वास्तव में वांछित परिणाम प्राप्त हो सकते हैं। सम्पूर्ण प्रणाली के व्यापक पुनर्गठन के बिना थोड़ी-थोड़ी मात्रा में पुनर्गठन करने से बच्चों के लक्षित वर्ग को पर्याप्त लाभ पहुंचाए बगैर मौजूदा स्वार्थों के स्थान पर नए निहित स्वार्थ ही पैदा होंगे। उनका विचार था कि निजी रूप से प्रबंधित अंग्रेजी माध्यम स्कूलों में वृद्धि को रोकने के लिए नियंत्रक उपाय अपनाए

जाने चाहिए। उन्होंने उड़ीसा में केन्द्रीय विश्वविद्यालय स्थापित करने का भी निवेदन किया।

46. श्री माझी ने यह भी कहा कि आदिवासीय लड़कों में अधिक खेल कूद क्षमता अन्तर्निहित है तथा अनुरोध किया कि उसे परिपोषित करने के लिए आवश्यक सहायता दी जानी चाहिए। उनका विचार था कि राज्य में स्थापित खेल छात्रावास युवाओं के लिए उपयुक्त नहीं है। वह छात्रों से विशेष रूप से ग्रामीण क्षेत्रों से फीस एकत्र करने के सम्बन्ध में की गई सिफारिश से सहमत नहीं थे। उन्होंने सुझाव दिया कि देश में खेलों की प्रोन्नति के लिए औद्योगिक क्षेत्र आगे आने चाहिए। इस मामले में भारत सरकार को औद्योगिक क्षेत्र से सम्पर्क करना होगा तथापि, शैक्षिक न्याय, निकाय और योजनाओं के लिए दिए गए दोनों को आयकर से छूट देने के अलावा दूसरा प्रभावी दृष्टिकोण, एक पंचवर्षीय योजना अवधि के बजाय दो क्रमिक योजना निधियों को शामिल करने के लिए केन्द्रीय क्षेत्र की योजनाओं की अवधि को बढ़ाना होगा और तब राज्य सरकार को वित्तीय दायित्व लेने के लिए कहा जा सकेगा।

47. आचार्य राममूर्ति ने कहा कि यशपाल समिति की सिफारिशों के औचित्य सम्बन्ध में कोई विवाद नहीं होगा। पाठ्यचर्या व पाठ्य पुस्तकों के विकास में लगी हुई स्वैच्छिक एजेंसियों को सहायता देने के लिए समिति की सिफारिशों का विशेष संदर्भ देते हुए उन्होंने कहा कि यही वह समय था जब पाठ्यचर्या भार कम करने में इस प्रकार के संगठनों को प्राप्त विशेषज्ञता के प्रसार हेतु एक तंत्र अपनाना चाहिए। आचार्य राममूर्ति ने महसूस किया कि यशपाल समिति सिफारिशों का कार्यान्वयन स्कूल छात्रों की समस्या-समाधान क्षमता के विकास पर निर्भर करता है। उन्होंने इस बात पर दुःख व्यक्त किया कि ग्रामीण क्षेत्रों में शैक्षणिक अभिनव परिवर्तन विशेष रूप से विज्ञान विषयों में कम हो रहा है। उन्होंने कहा कि स्कूल शिक्षा को सुदृढ़ करने व आधुनिकीकरण के लिए सभी सरकारी प्रयासों को अब ग्रामीण स्कूलों में केन्द्रित किया जाना चाहिए। उन्होंने सतर्क किया कि जब तक गांवों में स्कूलों को सुदृढ़ नहीं किया जाएगा तब तक स्कूल शिक्षा में सरकारी कार्यक्रमों से कोई ठोस लाभ प्राप्त नहीं होगा। ग्रामीण संदर्भ में नवोदय विद्यालयों को पथप्रदर्शक संस्थान नहीं कहा जा सकता, यह देखते हुए उन्होंने इस बात पर बल दिया कि जहां वे सर्वोत्कृष्ट संस्थान हैं वहां ब्लाक स्तर पर वास्तविक संस्थान स्थापित करने की आवश्यकता है ताकि ग्रामीण समुदाय गांवों में स्कूलों के पर्यवेक्षण में उस आदर्श अनुसरण कर सके। आचार्य राममूर्ति ने यह भी उल्लेख किया कि उनके क्षेत्र के स्कूलों में विज्ञान शिक्षा व खेल कार्यकलापों का कोई प्रावधान नहीं है। देश में पर्याप्त प्रतिभाशाली व्यक्ति उपलब्ध हैं तथा इनका उचित प्रकार से पता लगाना चाहिए और विकसित किया जाना चाहिए।

48. डॉ० हेनरी लेमिन, शिक्षा मंत्री, मेघालय ने यशपाल समिति की सिफारिशों के सम्बन्ध में निम्नलिखित टिप्पणियाँ कीं :-

- (1) अलग-अलग व्यक्तियों तथा दलों दोनों द्वारा श्रेष्ठता की खोज को प्रोत्साहित किया जाना चाहिए।
- (2) जबकि अध्यापकों व स्वैच्छिक संगठनों की पाठ्यचर्या व पाठ्यक्रम और पाठ्यपुस्तकें तैयार करने में सम्मिलित होना चाहिए, परन्तु इस प्रकार की सह-भागिता राज्य-स्तर तंत्र के अंदर होनी चाहिए। वास्तव में, मेघालय में ग्राजकल प्रारूप पाठ्यक्रम पाठ्यचर्या राज्य बोर्ड द्वारा तैयार की जाती थी परन्तु उस पर अध्यापकों के वृहद विकास द्वारा विचार किया जाता है।
- (3) स्कूलों को एक विशेष बोर्ड अर्थात् के० मा० शि० बो०, सी० आई० एस० सी० ई० या सम्बद्ध किए जाने वाले राज्य बोर्ड में से चयन करने की स्वतंत्रता होनी चाहिए।
- (4) सभी छात्रों की पाठ्यपुस्तकों को स्कूल संपदा मानना तथा स्कूल में पुस्तकें रखना व्यवहार्य नहीं था।
- (5) शहरी क्षेत्रों में पूर्व स्कूलों पर नियंत्रण के लिए नियंत्रक उपाय आवश्यक थे।
- (6) गृहकार्य को विवेकपूर्ण प्रक्रिया अपरिहार्य थी।
- (7) प्राथमिक कक्षाओं में विज्ञान पाठ्यचर्या प्रयोग हेतु अधिक कार्य क्षेत्र प्रदान करेगी तथा इसे वास्तविक जीवन परिस्थिति और स्थानीय वातावरण से सम्बद्ध किया जाना चाहिए।
- (8) बी० एड० पाठ्यक्रम में दूरस्थ शिक्षा पद्धति व्यवहार्य नहीं थी।
- (9) मेघालय में ग्रामीण शिक्षा समिति स्थापित करना संभव नहीं था क्योंकि राज्य में अभी भी ग्राम पंचायतें थीं।

49. डॉ० मसूद अहमद, शिक्षा मंत्री, उत्तर प्रदेश स्कूलों में अध्यापन दिवस बढ़ाने के सम्बन्ध में मानव संसाधन विकास मंत्रालय दल के सुझाव से सहमत थे। उन्होंने कहा कि सम्पूर्ण देश में एकलप स्कूल पाठ्यचर्या अपनाई जानी चाहिए। उन्होंने कहा कि कृषि जैसे स्थानीय व्यवसायों का स्कूलों पाठ्यचर्या, विशेष रूप से प्राथमिक स्तर पर उल्लेख किया जाना चाहिए। उन्होंने यह भी सुझाव दिया कि केवल उन्हीं स्कूलों को मान्यता दी जानी चाहिए जिनमें खेल के मैदान हैं। जहां पर कोई खेल का मैदान नहीं है वहां इसको विकसित करने के लिए सहायता दी जानी चाहिए। उन्होंने यह भी सुझाव दिया कि निम्न लागत उपकरण प्रदान किए जाने चाहिए।

50. राजस्थान के शिक्षा मंत्री श्री गुलाब चन्द्र कटारिया ने महसूस किया कि चूक स्कूल शिक्षा में प्रत्येक सुधार के लिए मुख्य रूप से शिक्षक उत्तरदायी होते हैं। अतः उनकी शैक्षिक तकनीकों को बाल-केन्द्रित शिक्षा के प्रति अभिमुख बनाने के लिए सेवा पूर्व और सेवाकालीन प्रशिक्षण को पुनः तैयार किया जाना चाहिए। स्कूलों में शिक्षण दिवसों को बढ़ाने के संबंध में मानव संसाधन विकास मंत्री जी के सुझाव को स्वीकार करते हुए, उन्होंने महसूस किया कि स्कूलों के घंटे भी बढ़ाए जाने चाहिए। उन्होंने सुझाव दिया कि गृहकार्य दसवीं कक्षा और उसके बाद से दिया जाना चाहिए उन्होंने ध्यान दिलाया कि जब तक शहरी क्षेत्रों में जनता की धुन निजी स्कूलों के प्रति रहती है तब तक पाठ्यचर्या का बोझ कम करने संबंधी सरकार के प्रयास सफल नहीं होंगे।

51. खेल-कूद संबंधी रिपोर्ट के संदर्भ में, श्री कटारिया ने यह जानने की इच्छा व्यक्त की कि सुबह शारीरिक शिक्षा का 40 मिनट का पीरियड दोहरी-पाली में कैसे शुरू किया जा सकता है। उनका विचार था कि अच्छे परिणाम प्राप्त करने के लिए खेल-कूद और शारीरिक शिक्षा को परीक्षाओं के साथ जोड़ा जाना चाहिए।

52. त्रिपुरा के शिक्षा मंत्री श्री अनिल सरकार ने महसूस किया कि शैक्षिक बोझ बुनियादी रूप से एक शहरी समस्या है उन्होंने सार्वजनिक परीक्षाओं में सुधार लाने के लिए गहन प्रयास करने के लिए कहा। उन्होंने यह भी देखा कि यशपाल समिति की यह सिफारिश कि बेंतन बिल का 10 प्राक्सिमक कोष के रूप में स्कूलों के प्रधानाचार्यों के पास रखा जाए, उचित नहीं है और यह कि प्राथमिक कक्षाओं में मातृ-भाषा को शिक्षा के माध्यम के रूप में अनिवार्य बनाया जाना चाहिए।

53. श्री सरकार ने खेल-कूद और शारीरिक शिक्षा के संबंध में लिए गए ठोस निर्णय का स्वागत किया किन्तु यह भी कहा कि छात्रों से धन एकत्र करना कठिन होगा क्योंकि इस राज्य में शिक्षा निःशुल्क है। खेल-कूद संबंधी कोष के बारे में उन्होंने सुझाव दिया कि केन्द्र और राज्य सरकारें इसे बराबर-बराबर बांटे और त्रिपुरा जैसे विशेष वर्ग के राज्यों के मामले में 10% हिस्सा राज्य द्वारा तथा 90% हिस्सा केन्द्र द्वारा वहन किया जाना चाहिए।

54. श्री सरकार ने यह भी कहा कि त्रिपुरा सरकार सभी के लिए शिक्षा संबंधी प्रस्तावों का पूर्ण समर्थन करती है। उन्होंने पूरे राज्य में पूर्ण साक्षरता अभियान शुरू करने और दिसम्बर, 1996 तक पूर्ण साक्षरता प्राप्त करने संबंधी राज्य सरकार के निर्णय बारे में भी बैठक का सूचित किया। उन्होंने यह भी सुझाव दिया कि ग्रामीण क्षेत्रों में अनुसूचित जाति

अनुसूचित जनजाति की लड़कियों के लिए शिक्षा अनिवार्य बनाई जानी चाहिए।

55. प्रो० (श्रीमती) सावित्री लक्ष्मण, संसद सदस्या ने केन्द्रीय विद्यालयों में के० शि० मा० बो० पाठ्यचर्या को सीमित करने संबंधी यशपाल समिति की सिफारिश के प्रति सहमति व्यक्त की और महसूस किया कि यदि आवश्यकता हो तो इस कार्यान्वित करने के लिए तत्काल एक कानून बनाया जाए। शिक्षकों के सेवा-पूर्व और सेवाकालीन प्रशिक्षण को सुदृढ़ करने की आवश्यकता का उल्लेख करते हुए उन्होंने विशेषज्ञता प्राप्त शिक्षकों को नियुक्ति के लिए केन्द्र से वित्तीय सहायता देने के लिए कहा। उन्होंने शारीरिक रूप से विकलांग गूंगे और बहरे, नेत्रहीनों और मानसिक रूप से विकलांग लोगों की शिक्षा के लिए और अधिक वित्तीय सहायता देने का भी अनुरोध किया।

56. श्रीमती सी० नगमा केशवमूर्ति, प्राइमरी और माध्यमिक शिक्षा मंत्री कर्नाटक ने यह कहा कि राज्य सरकार ने कार्रवाई योजना की अनेक मदों पर कार्रवाई शुरू करी थी और राज्य कार्रवाई योजना तैयार करने के लिए कदम उठाए जा रहे हैं। काग जात अप्रैल, 1994 तक तैयार हो जायेंगे। उन्होंने राज्य में शिक्षा के विकेन्द्रीकृत प्रबंध में हुई महत्वपूर्ण उन्नति का भी उल्लेख किया। कर्नाटक जिला परिषद् अधिनियम, 1987 एवं इसके 1993 से प्रभावी संशोधनों द्वारा, प्राथमिक, माध्यमिक, प्रौढ़ एवं औपचारिक शिक्षा के प्रशासन का दायित्व जिला परिषदों को सौंपा गया और प्राथमिक शिक्षा संबंधी कार्य पूर्ण रूप से ब्लाक स्तर पर किए जाने चाहिए।

57. यशपाल समिति की रिपोर्ट का उल्लेख करते हुए श्रीमती केशवमूर्ति ने बताया कि राज्य सरकार ने पहले ही स्कूलों की प्रस्तावित पाठ्यपुस्तकों की संख्या कम करने और प्रत्येक पाठ्य-पुस्तक में पृष्ठों की संख्या सीमित करने की कार्रवाई शुरू कर दी है। गृहकार्य एवं अन्य गैर-कक्षा कार्यकलापों को कम करने के निर्देश जारी करते हुए, राज्य सरकार ने यह सुनिश्चित किया कि इससे स्कूल शिक्षा की गुणवत्ता में कोई कमी नहीं आयेगी। शिक्षा को अधिक आकर्षक बनाने के लिए राज्य सरकार ने एक "यात्रा योजना" शुरू की है जिसमें बच्चों को एक दिन के लिए उनके निवास स्थानों से बाहर ले जाया जाता है। इससे स्कूलों में उपस्थिति में सुधार हुआ है और स्कूल छोड़ने की दरों में कमी आई है। उन्होंने दावा किया कि कर्नाटक में प्रत्येक प्राथमिक स्कूल में एक छोटा पुस्तकालय है। उन्होंने उल्लेख किया कि प्राथमिक स्तर पर अध्ययन के न्यूनतम स्तरों की परियोजना पहले से ही तैयार की जा रही थी। परियोजना के निष्कर्ष के आधार पर, प्राथमिक स्कूलों में शिक्षक, शिक्षण की पूर्ण प्रक्रिया को पुनर्निमित्त किया जायेगा। इसके साथ उन्होंने यह भी कहा कि इस प्रयास में राज्य सरकार समुदाय का सहयोग भी प्राप्त करेगी।

58. श्रीमती केशवामूर्ति ने इस सिफारिश की सराहना की और समर्थन दिया कि विद्यार्थियों के साथ-साथ शिक्षकों को भी खेल-कूद और शारीरिक शिक्षा का प्रशिक्षण देना चाहिए। उन्होंने कहा कि शारीरिक शिक्षा पहले की स्कूल पाठ्यक्रम का एक भाग है, और कर्नाटक में प्राथमिक एवं उच्चतर माध्यमिक दोनों स्तरों पर शारीरिक शिक्षा के लिए पृथक् स्कूल खोले गये हैं। उन्होंने यह भी बताया कि चालू वर्ष के दौरान राज्य सरकार ने ग्रामीण क्षेत्र के 1600 स्कूलों के खेल के मैदानों के विकास और 2000 प्राथमिक स्कूलों के लिए उपकरण खरीदने के लिए लगभग 1 करोड़ रुपये खर्च किए। योग को भी स्कूल पाठ्यक्रम का एक हिस्सा बनाने के लिए प्रोत्साहित किया गया है।

59. श्री आर० के० खिमे, अरुणाचल प्रदेश के शिक्षा मंत्री ने कहा कि पाठ्यक्रम के अधिक भार के मुख्य कारणों में से एक कारण प्राथमिक स्तर पर शारीरिक सुविधाओं एवं प्रशिक्षित शिक्षकों की उपलब्धता की तुलना में पाठ्यपुस्तकों की अधिक संख्या का बेमेल अनुपात है। उन्होंने राज्य में हुए एक सर्वेक्षण का उल्लेख किया जिससे ये पता चला कि औसत रूप से एक शिक्षक 5 कक्षाओं और 69 पुस्तकों को देख रहा है जिसके परिणामस्वरूप न केवल शिक्षा के स्तर में गिरावट आई है बल्कि स्कूल छोड़ने की दूरों में भी वृद्धि हुई है। राज्य सरकार ने प्राथमिक स्तर पर पूरक पुस्तकों की संख्या घटाई है। यह बताते हुए कि अरुणाचल प्रदेश के सभी स्कूल केन्द्रीय माध्यमिक शिक्षा बोर्ड से सम्बद्ध हैं। उन्होंने कहा कि राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद को +2 स्तर सहित माध्यमिक स्तर पर अपनी पाठ्यपुस्तकों की संख्या पर पुनर्विचार करना चाहिए।

60. श्री खिमे ने भी बताया कि अरुणाचल प्रदेश में खेलकूद की बुनियादी सुविधाएं कम हैं तथा इन सुविधाओं के विकास के लिए उन्हें कम-से-कम 12 करोड़ रुपये की जरूरत है। उन्होंने सुझाव दिया कि एक विशेषज्ञ समिति, क्षेत्रवार बुनियादी सुविधाओं की जांच करे। उन्होंने प्रारंभिक स्तर से योग विषय आरंभ करने की सिफारिश का समर्थन किया। उन्होंने यह सुझाव भी दिया कि प्रस्तावित खेलकूद निधि में 80% भाग केन्द्र सरकार तथा 20% भाग राज्य सरकार द्वारा बहन किया जाएगा।

61. विश्वविद्यालय अनुदान आयोग के अध्यक्ष प्रो० जी० राम रेड्डी ने खेलकूद एवं शारीरिक शिक्षा पर तथा यशपाल केब समिति की सिफारिशों का स्वागत किया है।

62. प्रो० ए० ज्ञानम ने इस तथ्य पर प्रसन्नता व्यक्त की कि पिछले एक वर्ष के दौरान, शिक्षा को प्राथमिकता दी गई तथा उच्च शिक्षा के लिए बजट में कुछ अधिक प्रावधान रखा गया।

63. जम्मू व काश्मीर के राज्यपाल के सलाहकार श्री ए० मोहनदास मोसिस ने बताया कि यशपाल समिति की सिफारिशों की जांच, शिक्षाविदों के एक विशेषज्ञ दल द्वारा की गई है। दल ने राज्य की मौजूदा स्थिति को भी ध्यान में रखा है। विशेषज्ञ केन्द्रीय विद्यालयों तथा नवोदय विद्यालयों से केन्द्रीय माध्यमिक शिक्षा बोर्ड की सम्बद्धता को सीमित करने संबंधी समिति की सिफारिश से सहमत नहीं है। उन्होंने बताया कि सामाजिक विज्ञान

विषयों के पाठ्यक्रम का भार सबसे अधिक है तथा उन्होंने बैठक में यह जानकारी भी दी कि राज्य सरकार ने इतिहास, भूगोल तथा नागरिक शास्त्र विषयों के कुछ विशेष शीर्षकों का मूल्यांकन न करने की घोषणा की है। राज्य सरकार, स्कूल की पाठ्यपुस्तकों में स्थानीय सामाजिक एवं सांस्कृतिक विशेषताओं को शामिल करने का भी प्रयास कर रही है। रा० श० अनु० व प्र० परिषद् ने जम्मू व काश्मीर में सामान्य विज्ञान की पाठ्यपुस्तकों को स्थानांतरित किया है ताकि स्थानीय वनस्पति व जीवजन्तुओं को उसमें शामिल किया जाए। उर्दू-पाठ्यपुस्तकों में काश्मीरी कवियों की कविताएं शामिल की जा रही हैं। उन्होंने स्कूल पाठ्यपुस्तकों में राष्ट्रीय एकता तथा स्थानीय संस्कृति के बीच सन्तुलन की आवश्यकता पर बल दिया है। उन्होंने बताया कि जम्मू व काश्मीर की वर्तमान स्थिति में पाठ्यक्रम निर्माण का विकेन्द्रीकरण, व्यावहारिक नहीं है। राज्य सरकार, कार्यशालाएं आयोजित करके, पाठ्यक्रम तैयार करने में अधिकाधिक शिक्षकों को शामिल कर रही है तथा सतत एवं व्यापक मूल्यांकन आरंभ कर रही है। उन्होंने कहा कि शारीरिक रूप से विकलांगों की शिक्षा की ओर अधिक ध्यान दिया जाए। उन्होंने खेलकूद एवं शारीरिक शिक्षा पर केन्द्रीय माध्यमिक शिक्षा बोर्ड समिति की सिफारिशों का सामान्य रूप से समर्थन किया है।

64. श्री आई० इमकांग, शिक्षा मंत्री, नागालैण्ड ने बैठक में यह जानकारी दी कि यशपाल समिति की रिपोर्ट पर राज्य स्तरीय चर्चा की गई है तथा राज्य सरकार के संकेतित विचारों को शीघ्र ही भारत सरकार को प्रेषित किया जाएगा। जहां तक स्कूल शिक्षा के विकेन्द्रीकृत प्रबन्ध का संबंध है राज्य सरकार, कुछ ग्रामीण स्कूलों को ग्रामीण शिक्षा समितियों को सौंपने का काम प्रयोगात्मक आधार पर करे।

65. श्री इकांग ने कहा कि राज्य सरकार ने स्कूली पाठ्यक्रम में शारीरिक शिक्षा तथा खेल को अनिवार्य रूप से शामिल करने की मंजूरी दे दी है। उन्होंने आगे वह भी कहा कि नागालैण्ड में बहुत सारी प्रतिभाएं छुपी हुई हैं जिनका पता लगाना होगा तथा उनको प्रोत्साहन देना होगा। उन्होंने कहा कि पहाड़ी क्षेत्रों में खेलों के मैदान तथा खेल परिसरों के निर्माण पर काफी लागत आती है। इस संबंध में उन्होंने मूलभूत आवश्यकताओं के विकास के लिए केन्द्रीय सरकार से वित्तीय सहायता उपलब्ध कराने का अनुरोध किया। उन्होंने यह सुझाव भी दिया कि इस कार्य को पूरा करने के लिए भारत सरकार क्षेत्रवार अधिक-से-अधिक निधियों का आवंटन करें।

66. श्री गोलक राजवंशी, शिक्षा मंत्री, असम ने कहा कि यद्यपि राज्य सरकार केन्द्रीय माध्यमिक शिक्षा बोर्ड से संबंधन को सीमित करने वाली यशपाल समिति की सिफारिश से सहमत नहीं है, फिर भी राष्ट्रीय शैक्षिक अनुसंधान तथा प्रशिक्षण परिषद् को यह विचार करना चाहिए कि केन्द्रीय माध्यमिक शिक्षा बोर्ड अध्ययन की स्कीमों को कैसे कम से कम किया जा सकता है। उन्होंने यह महसूस किया कि तीसरी और चौथी कक्षाओं में गृह कार्य (होमवर्क) न दिया जाए और जो भी कार्य दिए जाएं उन्हें कक्षाओं में ही पूरा कराया जाए। उनका यह कार्य पाठ्य विषयों से

भिन्न हो तथा कम से कम हो। इसके साथ ही साथ उन्होंने यह भी महसूस किया कि पांचवीं तथा इससे ऊपर वाली कक्षाओं में होम-वर्क की मात्रा कम की जाए तथा कुछ विषयों को भी कम किया जाए। उन्होंने बैठक में यह भी कहा कि यद्यपि राज्य सरकार सेवा पूर्व प्रशिक्षण के द्वारे में समिति की सिफारिश संख्या 10 (क) से महमन नहीं है फिर भी राज्य सरकार पत्राचार द्वारा बी० एड० पाठ्यक्रमों को मान्यता न देने के मुझाव का स्वागत करती है। उन्होंने यह भी उल्लेख किया कि राज्य सरकार को बी० एड० पाठ्यक्रमों को अधिक-से-अधिक प्रयोगात्मकपरक बनाना होगा। यशपाल समिति की शेष सिफारिशों पर राज्य सरकार की सहमति देते समय उन्होंने कहा कि शिक्षा को अधिक से अधिक आकर्षक बनाए जाने की जरूरत है ताकि छात्र हिंसा के पथ पर गुमराह न हो सके।

67. श्री विनय कुमार पी० उसगांवकर, शिक्षा मंत्री, गोवा ने कहा कि राज्य सरकार यशपाल समिति की सिफारिशों से सहमत है। उन्होंने यह महसूस किया कि मूलभूत जनकारी प्राप्त करने के लिए स्कूली पाठ्यक्रम पर्याप्त होने चाहिए तथा संबंधित आयु वर्ग के बच्चों में जानकारी की औचित्यता के बराबर भी होनी चाहिए। उन्होंने यह भी कहा कि बच्चों को जो भी गृह कार्य दिये जाएं वे सुगम तथा सरल हों। उन्होंने यह सुझाव दिया कि शिक्षकों द्वारा बच्चों को विलुप्त जटिल जैसे विषयों में होमवर्क देने जो प्रवृत्ति घर कर गई है उस पर अंकुश लगाया जाना चाहिए उन्होंने यह भी कहा कि राज्य सरकार ने गोवा के सभी स्कूलों में पहली से आठवीं कक्षा में कोई अवरोध न लगाने का निर्णय किया है।

68. श्री उसगांवकर ने उप समिति की सिफारिशों का समर्थन करते हुए यह सुझाव दिया कि खेल तथा शारीरिक शिक्षा के क्षेत्र में ट्रेकिंग, जॉर्गिंग, रोड रेस तथा साइकलिंग रेस के साथ योगाभ्यास को भी शामिल किया जाए।

69. केन्द्रीय शिक्षा सलाहकार बोर्ड के सदस्यों के लिखित विवरण अनुबंध-VIII में संलग्न है।

70. अध्यक्ष महोदय ने अपने समापन टिप्पणी में कहा कि यद्यपि कुछ छोटी-मोटी शर्तों के साथ-साथ यशपाल समिति तथा के० पी० सिंह देव समिति की सिफारिशों पर गंभीरतापूर्वक विचार किया गया और दोनों ही समितियों की सिफारिशों पर केन्द्रीय शिक्षा सलाहकार बोर्ड के सदस्यों ने समर्थन किया। यह सभी लोगों की आम राय है कि उसे कार्यरूप में परिणत किया जाए तथा इसे मूर्त रूप देने के लिए कोई कार्यनीति विकसित की जाए। अध्यक्ष ने यह महसूस किया कि कुछ राज्यों को अपने क्षेत्र, अनुभव इत्यादि के आधार पर समूह में इकट्ठा किया जा सकता है और ये समूह ऐसे उपाय विकसित कर सकते हैं जिन्हें इन दोनों रिपोर्टों में परिवर्तन पर विचार लाने के लिए एक के बाद एक करके प्रयोग में लाया जा सकता है।

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71. अध्यक्ष ने यह भी कहा कि खेल और शारीरिक शिक्षा पर केन्द्रीय शिक्षा सलाहकार बोर्ड समिति की कुछ सिफारिशों को कार्यान्वित करने के लिए शैक्षिक वर्ष 1994-95 में इसकी शुरुआत की जा सकती है। उन्होंने बैठक को यह भी सूचित किया कि केन्द्रीय तथा कार्यक्रम और खेल राज्य मंत्री, की जाने वाली कार्रवाई और खोल संग्रहण के द्वारे में भी राज्यों के साथ पारस्परिक कार्य करेंगे।

72. अध्यक्ष ने यह भी महसूस किया कि चूंकि यशपाल समिति की सिफारिशें स्वरूप में पूर्णतया शैक्षिक है, भारत सरकार उन्हें उगी रूप में पारित करना नहीं चाहेगी। अध्यक्ष ने याद दिलाया कि प्रो० यशपाल ने स्वयं यह महसूस किया था कि पहले बहुत सी तैयारियां करनी होगी ताकि जब एक बार इन सिफारिशों को कार्यान्वित कर लिया जाए, तब कुछ गलत होने की बहुत कम सम्भावना होगी।

73. इस बैठक में आचार्य राममूर्ति द्वारा उठाए गये मुद्दों की प्रशंसा करते हुए अध्यक्ष ने कहा कि शायद इन मुद्दों ने देश में शिक्षा के क्षेत्र में एक बड़े विशेषज्ञान पर प्रकाश डाला है। उन्होंने महसूस किया कि यही उपायन समय है जब इसकी उपलब्धियों और कमियों का स्पष्ट मूल्यांकन किया जाए इसे महसूस करते हुए कि यशपाल समिति की सिफारिशों को कार्यान्वित करने के लिए शिक्षक प्रशिक्षण सबसे निर्णायक निवेदन होगा। अध्यक्ष ने सुझाव दिया कि अन्तर्गति आधार पर शिक्षक प्रशिक्षण कार्यक्रम के पुनर्मुखीकरण के प्रश्न को केन्द्रीय शिक्षा-सलाहकार बोर्ड के समक्ष प्रस्तुत किया जाए और उसके पश्चात् इस पर राज्य सरकारों द्वारा विचार किया जाए।

74. अध्यक्ष ने यह भी महसूस किया कि राज्य सरकार के कार्यकर्ताओं के साथ सीधे सम्पर्क के लिए राज्यों के द्वारे भी आवश्यक हैं ताकि अगले 2-3 महीनों या अधिक से, मानव संसाधन विकास मंत्री स्वयं अनुष्ठ हो सकें कि अब एक ऐसी स्थिति आ चुकी है जब कि इन दोनों महान समितियों की सिफारिशों को कार्यान्वित करना वास्तव से सम्भव हो गया है अध्यक्ष ने राज्य शिक्षा मंत्रियों से राज्यों के इन आपसी कार्य दौरों के दौरान उपलब्ध होने का अनुरोध किया और बताया कि वह मुख्य मंत्रियों को भी लिखेंगे कि वे इन बैठकों के लिए कुछ समय निकालें। उन्होंने अनुभव किया कि केन्द्र और राज्यों के सामूहिक प्रयत्न इन सिफारिशों के कार्यान्वयन को समयबद्ध अनुमूची तक पहुंचाने की और पथ प्रदर्शन करेंगे।

75. अध्यक्ष ने आशा की कि केन्द्रीय सलाहकार बोर्ड की इस बैठक में रिकार्ड किए गए मुद्दे जो कि इन कार्य सूची के भाग नहीं थे उन पर कुछ महीनों में केन्द्रीय शिक्षा सलाहकार बोर्ड की अगली बैठक में चर्चा के लिए खतना सम्भव होगा।

76. अध्यक्ष को धन्यवाद देते हुए यह बैठक सम्पन्न हुई।



केन्द्रीय शिक्षा सलाहकार बोर्ड की 2 मार्च, 1994 को नई दिल्ली में सम्पन्न हुई बैठक में भाग लेने वाले प्रतिनिधियों की सूची

- सभापति
1. श्री अर्जुन सिंह  
केन्द्रीय मानव संसाधन विकास मंत्री  
भारत सरकार के प्रतिनिधि
  2. श्री के० पी० सिंह देव  
सूचना एवं प्रसारण राज्य मंत्री
  3. श्री मुकुल वासनिक  
खेल एवं युवा कार्यक्रम राज्य मंत्री
  4. डॉ० (श्रीमति) चित्रा नाइक  
सदस्य (शिक्षा)  
योजना आयोग
  5. कु० सैलजा  
शिक्षा तथा संस्कृति उपमंत्री
- राज्य सरकार और संघ शासित प्रशासनों के प्रतिनिधि
6. डा० पी०वी० रंगा राव  
माध्यमिक शिक्षा मंत्री  
आंध्र प्रदेश
  7. श्री आर० के० शिमे  
शिक्षा मंत्री  
अरुणाचल प्रदेश
  8. श्री जी०सी० राजवंशी  
शिक्षा मंत्री, असम
  9. डॉ० रामचन्द्र पूर्वे  
मंत्री (प्राथमिक और माध्यमिक शिक्षा) बिहार
  10. श्री मो० मुस्तफा मुन्ता  
मंत्री (युवा कार्यक्रम एवं संस्कृति) बिहार
  11. श्री वी० पी० उसगांवकर  
शिक्षा मंत्री, गोवा
  12. श्री नवीन चन्द्र पाराशर  
शिक्षा मंत्री, हिमाचल प्रदेश
  13. श्री ए० मोहनदास मोमेस  
राज्यपाल के सलाहकार  
जम्मू और कश्मीर
  14. श्री एस०एम० याहया  
उच्च शिक्षा मंत्री  
कर्नाटक
  15. श्री प्रभाकर राणे  
प्रौढ़ शिक्षा मंत्री  
कर्नाटक
  16. श्रीमति सी० नगम्मा केशवामूर्ति  
प्राथमिक और माध्यमिक शिक्षा मंत्री  
कर्नाटक
  17. श्री महेन्द्र सिंह कालूखेरा  
स्कूल शिक्षा मंत्री  
मध्य प्रदेश
  18. श्री प्रभाकर धारकर  
उच्च और तकनीकी शिक्षा मंत्री  
महाराष्ट्र
  19. श्री सलीम जकारिया  
स्कूल शिक्षा राज्य मंत्री  
महाराष्ट्र
  20. श्री अरुण दिवाकर  
युवा, कल्याण और खेल मंत्री  
महाराष्ट्र
  21. डा० हेनरी लामिन  
शिक्षा मंत्री, मेघालय
  22. श्री एल० बूमकांग  
स्कूल शिक्षा मंत्री  
नागालैण्ड
  23. श्री सी० पी० माझी  
मंत्री (उच्च शिक्षा)  
उड़ीसा
  24. श्री गुलाब चन्द कटारिया  
शिक्षा मंत्री, राजस्थान
  25. प्रो० के० पोन्नूस्वामी  
शिक्षा मंत्री, तमिलनाडु
  26. श्री अनिल सरकार  
शिक्षा मंत्री, त्रिपुरा

27. डॉ० मसूद अहमद  
शिक्षा मंत्री, उत्तर प्रदेश
28. श्री एस०एस० चक्रवर्ती  
मंत्री (उच्च शिक्षा), पश्चिम बंगाल
29. श्री अनिसुर रहमान  
राज्य मंत्री (प्राथमिक, माध्यमिक और मदरसा शिक्षा)  
पश्चिम बंगाल
30. श्री बंश गोपाल चौधरी  
मंत्री (तकनीकी शिक्षा) पश्चिम बंगाल
31. श्री बी०के० दुग्गल  
प्रशामक सलाहकार, चण्डीगढ़
32. श्री साहिब सिंह वर्मा  
शिक्षा मंत्री, दिल्ली
33. श्री ए० गोंधीराज  
शिक्षा मंत्री, पाण्डिचेरी

#### निर्वाचित सदस्य

34. श्री चिन्मय नन्द स्वामी  
संसद सदस्य, लोक सभा
35. श्री शंकर दयाल सिंह,  
संसद सदस्य, राज्य सभा
36. श्रीमति मारगेथम चन्द्रशेखर  
संसद सदस्य, लोक सभा
37. प्रो० (श्रीमति) सावित्री लक्ष्मणन  
संसद सदस्य, लोक सभा
38. डॉ० सुधीर राय,  
संसद सदस्य, लोक सभा
39. श्री सिकन्दर बख्त, संसद सदस्य,  
राज्य सभा
40. प्रो० हकीम सैयद खलीफातुल्लाह  
अध्यक्ष  
सी०सी०आई०एम०, मद्रास

#### पदेन सदस्य

41. प्रो० जी० राम रेड्डी  
अध्यक्ष, विश्वविद्यालय अनुदान आयोग
42. श्रीमति अमरजीत कौर,  
अध्यक्ष, केन्द्रीय समाज कल्याण बोर्ड
43. श्री पी० ठाकुर  
अध्यक्ष, केन्द्रीय माध्यमिक शिक्षा बोर्ड

44. प्रो० ए०के० शर्मा,  
निदेशक, राष्ट्रीय जैवजैविक प्रयुग्मंत्रालय तथा प्रशिक्षण परिषद्
45. श्री सुदीप वनर्जी,  
महानिदेशक, राष्ट्रीय साक्षरता मिशन

#### विभिन्न श्रेणियों का प्रतिनिधित्व करने वाले नामांकित सदस्य

46. श्री प्रेम भाई  
सचिव, वनवासी सेवा आश्रम, उत्तर प्रदेश
47. डॉ० के० एन० चोपड़ा  
निदेशक, भारतीय प्रौद्योगिकी संस्थान  
खड़गपुर (पश्चिम बंगाल)
48. डॉ० ज्योति भाई देमाई,  
गांधी विश्वविद्यालय, डॉक वैशाखी  
गुजरात
49. डॉ० ए० ज्ञानम  
कुलपति, पाण्डिचेरी विश्वविद्यालय, पाण्डिचेरी
50. डॉ० सैयद हमन  
निदेशक, इमान स्कूल/काॅलेज  
किशनगंज पूर्णिया, बिहार
51. डॉ० निजेन्द्र काबरा  
निदेशक, भारतीय ग्रामीण कार्य संस्थान, महाराष्ट्र
52. श्री एम० पी० परमेश्वरन  
भारतीय ज्ञान विज्ञान समिति/  
केरल शास्त्र संहिता परिषद्  
तिरुवनन्तपुरम
53. आचार्य रामामूर्ति  
डाक, खादीग्राम, बिहार
54. प्रो० जी०एस० रंधावा  
कुलपति जी०एन०डी०यू०, अमृतसर
55. डा० (श्रीमति) सुमन सहाय,  
अध्यक्ष, टी०सी० एस०, उत्तर प्रदेश
56. प्रो० (श्रीमति) अन्तापूर्णा शुक्ल,  
बनारस हिन्दू विश्वविद्यालय, वाराणसी
57. श्री एम० पी० सिंह  
125, जार्ज स्ट्रीट, मेरठ
58. डा० (श्रीमति) सरस्वती स्वेन  
कल्याण नगर, उड़ीसा
59. डा० (श्रीमति) ज्योति एच० त्रिवेदी  
राजमहल, बम्बई
60. श्री बी०सी० जावेरी  
तकनीकी निदेशक  
एम०एन० दस्तूर एवं कम्पनी, बम्बई।

**सदस्य सचिव**

61. श्री एस०वी० गिरि  
केन्द्रीय शिक्षा सचिव

**स्थायी आमंत्रित**

62. श्री वी०एन० भागवत  
सचिव, युवा कार्यक्रम और खेल विभाग
63. श्री आर०सी० त्रिपाठी  
सलाहकार (शिक्षा) योजना आयोग
64. श्री बाई० एन० चतुर्वेदी  
अपर सचिव, शिक्षा विभाग

**विशेष आमंत्रित**

65. प्रो० यशपाल  
भूतपूर्व अध्यक्ष, विश्वविद्यालय अनुदान आयोग
66. प्रो० एस० के० खन्ना  
अध्यक्ष, अखिल भारतीय तकनीकी शिक्षा परिषद्
67. श्रीमति लिज्जी जैकब  
आयुक्त, केन्द्रीय विद्यालय संगठन
68. कु० नीरू नन्दा  
अध्यक्ष, नवोदय विद्यालय समिति
69. प्रो० ए० मुखोपाध्याय  
अध्यक्ष, राष्ट्रीय ओपन स्कूल

**अन्य भाग लेने वाले****मानव संसाधन विकास मंत्रालय**

70. श्री डी० एस० मुखोपाध्याय  
संयुक्त सचिव (यू० एण्ड एच०ई०)
71. डा० आर० वी० वैद्यनाथ अय्यर  
संयुक्त सचिव (डी० पी०ई०पी०)
72. श्री दीपक गुप्ता  
संयुक्त सचिव (ए० एण्ड पी०)
73. डा० जे० एस० राजपूत  
संयुक्त शिक्षा सलाहकार (ई०ई०)
74. श्री एस०डी० आबले  
संयुक्त शिक्षा सलाहकार (तकनीकी)
75. श्री टी०के० दास  
मुख्य लेखा नियन्त्रक

**अन्य केन्द्रीय मंत्रालयों/विभागों के प्रतिनिधि**

76. श्री आर०के० नायक  
अपर सचिव, कल्याण मंत्रालय
77. श्रीमति आशा स्वरूप  
संयुक्त सचिव, युवा कार्यक्रम और खेल विभाग
78. श्री डी० सेन गुप्त  
उप सचिव, संस्कृति विभाग

**राज्य सरकारों/संव्यवस्थित प्रशासनों से प्रतिनिधि**

79. डॉ० जे० एस० शर्मा  
सचिव, आन्ध्र प्रदेश
80. श्री वी० के० रेड्डी  
स्कूल शिक्षा निदेशक  
आन्ध्र प्रदेश
81. श्री पी०सी० शर्मा  
आयुक्त एवं सचिव अमम
82. श्रीमति कृष्णा सिंह  
रेजिडेंट आयुक्त, बिहार सरकार, नई दिल्ली ।
83. श्री ए०के० जोशी  
आयुक्त, उच्च शिक्षा, गुजरात
84. डॉ० ए० पटेल  
निदेशक, प्राथमिक शिक्षा  
गुजरात
85. श्री अजीत कुमार  
आयुक्त एवं सचिव (शिक्षा)  
जम्मू कश्मीर
86. श्री के०के० विजया कुमार  
सचिव (सामान्य शिक्षा)  
केरल
87. श्री के० एम० पोनाप्पा  
सचिव (शिक्षा), कर्नाटक
88. श्री एच० मिश्रा  
सचिव (स्कूल शिक्षा), मध्य प्रदेश
89. श्री अभिमन्यु सिंह  
शिक्षा सचिव (प्राथमिक और माध्यमिक)  
राजस्थान
90. श्रीमति जयन्ती  
शिक्षा सचिव, तमिलनाडु
91. डॉ० सी० पालानिवेलू  
स्कूल शिक्षा निदेशक, तमिलनाडु

**एन० आई० ई० पी० ए० (नीपा) के प्रतिनिधि**

92. प्रो० जी० डी० शर्मा  
केन्द्रीय माध्यमिक शिक्षा बोर्ड के प्रतिनिधि
93. श्री एच० आर० शर्मा  
निदेशक

**आई० सी० ए० आर० के प्रतिनिधि**

94. प्रो० ए० अहमद, उप महानिदेशक

**अन्य भाग लेने वाले**

95. श्री आर० पी० गंगुरदे  
अपर सचिव,  
विश्वविद्यालय अनुदान आयोग

**केन्द्रीय शिक्षा सलाहकार बोर्ड की 50वीं बैठक 2 मार्च, 1994 नई दिल्ली**

**कार्यसूची**

- मद 1. केन्द्रीय शिक्षा सलाहकार बोर्ड की 49वीं बैठक के कार्यवृत्त का पुष्टीकरण
- मद 2. स्कूल छात्रों पर शैक्षिक भार को कम करने के लिए राष्ट्रीय सलाहकार समिति की रिपोर्ट
- मद 3. खेल और शारीरिक शिक्षा पर केन्द्रीय शिक्षा सलाहकार बोर्ड की रिपोर्ट
- मद 4. ई० एफ० ए०-9 शिबिर सम्मेलन पर अनुबर्ती कार्रवाई

**केन्द्रीय शिक्षा सलाहकार बोर्ड की 50वीं बैठक बुधवार, 2 अक्टूबर, 1994 विज्ञान भवन, नई दिल्ली**

**श्री राज मंगल पांडे का शोक संकल्प**

केब के पूर्व अध्यक्ष तथा पूर्व मानव संसाधन विकास मंत्री श्री राज मंगल पांडे के देहावसान पर केन्द्रीय शिक्षा सलाहकार बोर्ड गहरा शोक व्यक्त करता है। श्री राज मंगल पांडे एक उत्कृष्ट राजनीतिज्ञ तथा स्वतन्त्रता सेनानी थे। आप सक्रिय सामाजिक कार्यकर्ता थे। केब के अध्यक्ष के रूप में अपनी सीमा के भीतर आपने बोर्ड को सही ढंग से मार्गदर्शन प्रदान किया। बोर्ड श्री राज मंगल पांडे द्वारा प्रदान की गई महान सेवा के प्रति अत्यधिक प्रशंसा प्रकट करता है।

**कमीशन हाल सं० 5, विज्ञान भवन, नई दिल्ली में 2 मार्च, 1994 को सुबह 10 बजकर 45 मिनट पर  
केन्द्रीय शिक्षा सलाहकार बोर्ड की 50वीं बैठक के अवसर पर श्री अर्जुन सिंह का उद्घाटन भाषण**

में, केन्द्रीय शिक्षा सलाहकार बोर्ड (के० शि० स० बो०) की इस स्वर्ण जयन्ती बैठक में आप सब का स्वागत करता हूँ। जैसा कि आपको मालूम है, यह बैठक दो महत्वपूर्ण सम्मेलनों की पृष्ठभूमि में आयोजित की जा रही है। भारत को दिसम्बर, 1993 को नई दिल्ली में नौ अधिक जनसंख्या वाले देशों के शिखर सम्मेलन की मेजबानी करने का सुअवसर प्रदान किया गया था। इसमें ऐतिहासिक दिल्ली घोषणा को स्वीकार किया गया जो सब के लिए शिक्षा प्राप्त करने के वास्ते हमारी आस्था तथा वचनबद्धता की पुनः अभिपुष्टि करती है। अब सभी के लिए शिक्षा के शिखर सम्मेलन के अनुसरण में 15 फरवरी, 1994 को मुख्यमंत्रियों के सम्मेलन का आयोजन किया गया था। इस सम्मेलन ने शिक्षा को देश के विकासत्मक कार्यसूची के केन्द्र स्तर पर दृढ़ता से रख दिया है और एक स्पष्ट मन्देश दिया है कि केन्द्र और राज्य दोनों स्तरों पर इस देश में निरक्षरता के अभिशाप को हटाने के लिए एक दृढ़ एवं अटल राजनीतिक इच्छा है।

इस दौरान हमारे प्रयास भौतिक विस्तार की दिशा में रहे हैं और हम गुणवत्ता और परिमाण को समान समझते रहे हैं। ऐसा करते हुए हमने सेवायें प्रदान करने में कुछ अवहेलना भी कर दी है। हमारे कक्षा कक्षों में जो कुछ हुआ है वह शिक्षक से छात्र में मात्र ज्ञान का केवल हस्तान्तरण हुआ है। इस स्थिति को बदलने की आवश्यकता है। बच्चा केवल कोई पाठ नहीं है। शिक्षा बाल-केन्द्रित होनी चाहिए, इसे उसकी सृजनात्मक अन्तर्शक्ति जो प्रेरित और उद्बलित करना चाहिए, इसे उसकी संज्ञानात्मक तथा गैर-

संज्ञानात्मक शक्तियों को विकसित करना चाहिए। इस प्रयोजनार्थ हमें पाठ्यचर्या के स्वरूप, पाठ्यपुस्तकों के डिजाइन और विषयवस्तु तथा परीक्षा प्रणाली आदि की ओर विशेष ध्यान देना होगा।

मुझे विश्वास है कि अक्टूबर, 1993 में आयोजित हमारी पिछली बैठक से लेकर अब तक यशपाल समिति की बहुत ही उपयोगी सिफारिशों पर व्यापक स्तर पर वादविवाद का आयोजन हुआ है तथा यह कि अब हम इस रिपोर्ट की सर्व मान्य सिफारिशों को तैयार कर सकेंगे ताकि इस दिशा में शीघ्र ही कुछ ठोस कार्य किया जा सके।

शिक्षा प्रणाली के माध्यम से खेलकूद को और अधिक मात्रा में प्रोत्साहन देने के बारे में आप लोगों को ज्यादा बनाने की जरूरत नहीं है। योग सहित खेलकूद और शारीरिक शिक्षा को सभी स्तरों पर शिक्षा का अभिन्न अंग बनाने के लिए उपायों का पता लगाने तथा मुझाव देने के लिए गठित केन्द्र समिति की रिपोर्ट आपके विचारार्थ प्रस्तुत है। इस समिति की काफी सिफारिशों के लिए वित्त की आवश्यकता नहीं पड़ेगी। समिति की कुछ सिफारिश ऐसी भी हैं जिनके लिए वित्त की आवश्यकता होगी। आप इन सिफारिशों पर निष्पक्षता पूर्वक गम्भीरता से विचार करें तथा हमें ऐसे व्यावहारिक उपायों का मुझाव दें जिन्हें लागू किया जाना चाहिए।

मुझे आशा है कि हम इस बैठक में दो रिपोर्टों में की गई सिफारिशों पर कुछ ऐसे प्रमुख निर्णय ले सकेंगे जिनसे देश में शिक्षा और खेलकूद के स्तर में सुधार हो सकेगा। एक बार फिर मैं आप लोगों का अभिनन्दन करता हूँ।

**केन्द्रीय शिक्षा सलाहकार बोर्ड के सदस्यों के लिखित ध्यौरे**

1. डॉ० राम चन्द्र पूर्वे, शिक्षा मंत्री, बिहार ।
2. डॉ० मसूद अहमद, शिक्षा मंत्री, उत्तर प्रदेश ।

## डॉ० राम चन्द्र बूढ़े, मंत्री (प्राथमिक एवं माध्यमिक शिक्षा) बिहार सरकार का भाषण

सर्वप्रथम मैं माननीय मानव ससाधन विकास मंत्री श्री अर्जुन सिंह जी के प्रति आभार व्यक्त करना चाहता हूँ, जिन्होंने केन्द्रीय शिक्षा सलाहकार बोर्ड के इस सम्मेलन में सूझे भाग लेना तथा अपना विचार व्यक्त करने का अवसर दिया है। विद्यालयीय छात्रों के शैक्षिक बोझ को हटाने, खेल-कूद एवं शारीरिक शिक्षा को प्राथमिक से लेकर विश्वविद्यालय स्तर तक की शिक्षा का अभिन्न अंग बनाने एवं सब के लिए 'शिक्षा में संबंधित 9 देशों के निम्न सम्मेलन के 'दिल्ली घोषणा' की अनुवर्ती कार्यवाही पर विचार करने के दृष्टिकोण से यह सम्मेलन अत्यन्त महत्वपूर्ण है।

विद्यालय जाने वाले छोटे बच्चों पर किताबों का बोझ एवं पाठ्यक्रम का दबाव कम करने के सम्बन्ध में यशपाल समिति की अनुशंसाएँ काफी तर्कमंगत एवं स्वागत योग्य हैं। समिति ने कई व्यवस्थामूलक प्रश्नों का उद्घाटन है। अतः इस समिति की अनुशंसाओं को लागू करने से पूर्व पूरे राष्ट्र-स्तर पर शिक्षकों, शिक्षाविदों, अभिभावकों एवं शिक्षा से जुड़े प्रशासकों के बीच व्यापक चर्चा की आवश्यकता है, ताकि समिति की अनुशंसा के आलोक में शिक्षा के नए स्वरूप की रूपरेखा स्पष्ट हो सके। हमने बिहार में इस समिति की अनुशंसाओं को लागू करने के क्रम में व्यापक चर्चा हेतु कार्यशालाएँ आयोजित करने का निर्णय लिया है। अभी हाल में ही पटना में शिक्षा से जुड़े विभिन्न पदाधिकारियों की एक कार्यशाला आयोजित की गई, जिसमें यशपाल समिति की अनुशंसाओं पर व्यापक चर्चा हुई है।

इन कार्यशालाओं की अनुशंसाओं के आलोक में ही राज्य सरकार यशपाल समिति की अनुशंसा के सम्बन्ध में एक स्पष्ट अभिमत तैयार कर सकेगी। पर यशपाल समिति की कुछ अनुशंसाओं को राज्य सरकार ने लागू करना भी प्रारम्भ कर दिया है।

माध्यमिक स्तर पर पाठ्यक्रम के बोझ को कम करने के लिए माध्यमिक परीक्षा में छात्र-छात्राओं के लिए 15 पत्र एवं 1050 प्रश्नों को घटाकर क्रमशः 9 पत्र एवं कुल 900 प्रश्नों कर दिए गए हैं। इससे निश्चित रूप से छात्रों पर शैक्षिक बोझ कम हुआ है। शिक्षा को व्यावहारिक कार्यों में जोड़ने के लिए माध्यमिक परीक्षा में समाजोपयोगी उत्पादक कार्य को पाठ्यक्रम में सम्मिलित किया गया है।

ऐसा अनुभव रहा है कि विद्यालयीय छात्रों का बोझ बढ़ाने में प्राइवेट विद्यालयों की महत्वपूर्ण भूमिका रही है। अधिकाधिक छात्रों को आकर्षित करने के क्रम में वे पुस्तकों की

संख्या एवं आकार बढ़ाने चले जाते हैं। तथा पाठ्यक्रम में बच्चों पर अधिक बोझ भी बढ़ता चला जाता है। इस प्रवृत्ति पर अविलम्ब रोक लगाने की आवश्यकता है। यह आवश्यक है कि विद्यालय को खोलने के लिए आवश्यक सुविधाओं के सम्बन्ध में मापदण्ड निर्धारित कर दिए जाएँ तथा इन्हें लागू कराने के लिए कानून बनाया जाए। बिहार में इस प्रकार के कानून के निर्माण के लिए एक समिति का गठन किया जा चुका है।

भारत के अधिकांश बच्चे ग्रामीण क्षेत्रों में रहते हैं। उन्हें भी शिक्षा का उचित स्तर दिलाने के लिए यह आवश्यक है कि ग्रामीण विद्यालयों में भी आवश्यक सुविधा उपलब्ध कराई जाए। साथ-ही-साथ पाठ्यक्रम को अधिक से अधिक ग्रामीण समस्याओं में जोड़ने की आवश्यकता है। यह आवश्यक है कि शिक्षा बच्चों के आम-गाम की समस्याओं में जुड़ी हो तथा उसमें रोचकता के साथ-साथ सृजनात्मक प्रवृत्तियों को विकसित करने का पर्याप्त मौका दिया जाए। इस प्रसंग में मेरा सुझाव यह होगा कि भारत के ग्रामीण क्षेत्रों में विद्यमान पारम्परिक शिक्षण प्रणाली का वृहत अध्ययन कराया जाए। इन शिक्षण पद्धतियों में ऐसे कई महत्वपूर्ण बिन्दु उपलब्ध हैं जिनका सहारा लेकर विद्यालयीय शिक्षा को रोचक, आकर्षक एवं सृजनात्मक बनाया जा सकता है।

प्राथमिक स्तर की अनौपचारिक शिक्षा के लिए अभी हाल में बिहार में ग्रामीण खेलों को आधार बनाकर उनसे न्यूनतम अधिगम शिक्षण बिन्दु को जोड़ने का प्रयास किया गया है, ताकि शिक्षण खेल-बेल में अत्यन्त ही महज एवं सरल रूप में हो सके।

मेरा यह सुझाव होगा कि प्राथमिक कक्षाओं के लिए परीक्षा-आधारित मूल्यांकन पद्धति के विकल्पों पर भी गंभीरता से विचार किया जाए। परीक्षा पद्धति के विकल्प शैक्षिक बोझ को कम करने के लिए निश्चित रूप से सहायक होंगे।

प्राथमिक स्तर पर पाठ्यपुस्तक के भार को कम करने के लिए यह भी आवश्यक है कि प्राथमिक शिक्षा के स्तर पर भाषा, गणित एवं पर्यावरण शिक्षा को इन्टीग्रेटेड अप्रोच के माध्यम से जोड़ने की पद्धति की संभावनाओं पर विचार किया जाए।

शिक्षा की प्रशासनिक व्यवस्था में भी सुधार कर पुस्तकों के बोझ को कम किया जा सकता है। अतः यह आवश्यक है कि विद्यालयों में समय-सारणी आदि के निर्माण की प्रक्रिया पर विचार किया जाए। इस संबंध में चतुर्वेदी दल की यह अनुशंसा मानने



शोभ्य है कि प्राथमिक, माध्यमिक एवं उच्च स्तर की समय-सारणी इस प्रकार तैयार की जाए कि प्रत्येक दिन प्रत्येक विषय पढ़ाने की आवश्यकता नहीं हो।

खेल-कूद एवं शारीरिक शिक्षा पर गठित केन्द्रीय शिक्षा सलाहकार बोर्ड की समिति में मुझे भी सदस्य के रूप में भाग लेने का मौका मिला था। इसकी अनुशंसाओं की राज्य सरकार के स्तर पर विस्तृत समीक्षा की जा रही है। राज्य सरकार न खेल-कूद एवं शारीरिक शिक्षा को पाठ्यचर्या में अत्यन्त ही विशिष्ट स्थान दिया है। विद्यालय में पढ़ाई के साथ-साथ खेल-कूद को एक अनिवार्य अंग बनाने के मुद्दे पर राज्य सरकार गंभीरता से विचार कर रही है।

खेल-कूद के बृहदुखी विकास के लिए राज्य सरकार ने वर्ष 1993-94 में विभिन्न प्रतियोगिताओं का आयोजन कराया है। रांची में राष्ट्रीय स्तर का हाकी मैच का आयोजन कराया गया, जिसमें देश के 24 राज्यों के खिलाड़ियों ने भाग लिया। इसमें बिहार दूसरे स्थान पर रहा। इसके अतिरिक्त पूणिया में राष्ट्रीय स्तर का फुटबॉल एवं वालीबॉल का आयोजन कराया गया, जिसमें 24 राज्यों के खिलाड़ियों ने भाग लिया। वालीबॉल के पुरुष वर्ग में बिहार के खिलाड़ियों ने प्रथम स्थान एवं फुटबॉल में द्वितीय स्थान प्राप्त किया।

इसके अतिरिक्त विभिन्न विद्यालयों के बीच विभिन्न विधाओं की प्रतियोगिताएं आयोजित करायी गयी हैं। विद्यालय स्तर पर चयनित खिलाड़ियों को क्रमशः प्रखंड-स्तर, जिला-स्तर एवं प्रमंडल-स्तर एवं राज्य-स्तर पर आयोजित प्रतियोगिताओं में शामिल कराकर उन्हें राष्ट्र-स्तर की प्रतियोगिता के लिए चयनित किया गया।

सुवर्ण कप फुटबाल प्रतियोगिता, जूनियर हाकी प्रतियोगिता, शरदकालीन एवं वालीबॉल प्रतियोगिता तथा फुटबाल प्रतियोगिता का आयोजन राज्य सरकार की ओर से कराया जाता है।

16 दिसम्बर, 1993 को नौ राष्ट्रों के शिखर सम्मेलन में 'सब के लिए शिक्षा' के विन्दु पर चर्चा हुई थी। भारतीय प्रतिनिधि मंडल के सदस्य के रूप में हमारे राज्य के माननीय मुख्यमंत्री श्री लालू प्रसाद जी के साथ मुझे भी इस सम्मेलन में एक प्रेक्षक के रूप में सम्मिलित होने का मौका मिला था। इस सम्मेलन के क्रम में हुए 'दिल्ली घोषणा' को कार्यान्वित करने के लिए हमारी सरकार पूरी तरह वचनबद्ध है।

सम्मेलन के पश्चात् पूरे राज्य में 26 जनवरी, 1994 में प्राथमिक विद्यालयों में नामांकन हेतु एक व्यापक अभियान चलाया गया है। माननीय मुख्यमंत्री ने रांची की झुग्गी-बस्तियों में स्वयं इस नामांकन अभियान की शुरुआत की है। मैंने भी विभिन्न ग्रामीण क्षेत्रों में चल रहे नामांकन अभियान में भाग लिया है। 26 जनवरी को मैंने इस अभियान के तहत अपने पंचायत के सभी बच्चों को प्राथमिक विद्यालयों में नामांकित कराया।

अभी तक पूरे राज्य में एक करोड़ 24 लाख बच्चों को प्राथमिक शिक्षा देने की व्यवस्था हो सकी है। आठवीं पंचवर्षीय योजना के अन्त तक बिहार में कुल 229 लाख बच्चे विद्यालय जाने लायक हो जाएंगे। स्पष्टतः प्राथमिक शिक्षा के मार्बजनीकरण के उद्देश्य को प्राप्त करने के लिए 105 लाख अतिरिक्त बच्चों की पढ़ाई की व्यवस्था हमें करनी है। यदि प्राथमिक विद्यालयों को खोल कर यह व्यवस्था पूरी की जाए, तो मात्र शिक्षा पर 3600 करोड़ रुपए व्यय करने की आवश्यकता होगी। राज्य के सीमित साधनों के आलोक में यह लक्ष्य भारत सरकार की वित्तीय सहायता के बिना पूरा करना अत्यन्त ही कठिन है।

राज्य सरकार प्राथमिक शिक्षा के लिए वैकल्पिक पद्धतियों पर भी गंभीरता से विचार कर रही है। सम्प्रति बिहार में 50 हजार अनौपचारिक शिक्षा-केन्द्रों के माध्यम से प्रारंभिक शिक्षा देने की स्वीकृति दी गई है। सम्पूर्ण साक्षरता अभियान में भी बयस्कों के अतिरिक्त 9-14 वर्ष के आयुवर्ग के विद्यालय नहीं जाने वाले बच्चों को भी आन्वयित करने का प्रयास किया जा रहा है।

अपरेशन अर्क दोर्ड योजना के अन्तर्गत चतुर्थ चरण की स्वीकृति देने के लिए माननीय केन्द्रीय शिक्षामंत्री श्री अर्जुन सिंह जी के प्रति आभार व्यक्त करता हूँ। अब वर्ष 1986 के पृथक् स्थापित एवं स्वीकृत सभी प्रारंभिक विद्यालय इस योजना के अन्तर्गत आ गए हैं। राज्य सरकार इस योजना को ठीक ढंग में कार्यान्वित करने के लिए कटिबद्ध है।

यूनिसैफ, भारत सरकार एवं राज्य सरकार के सहयोग से बिहार में बिहार शिक्षा परियोजना प्रारम्भ की गई है। सम्प्रति यह योजना 7 जिलों में ही चल रही है, पर वर्ष 1994-95 से इसे 7 अन्य जिलों में भी विस्तारित करने की योजना है। इस योजना के अन्तर्गत 'सब के लिए शिक्षा' के उद्देश्यों को ध्यान में रखते हुए शिक्षा में गुणात्मक सुधार, न्यूनतम अधिगम स्तर की सम्प्राप्ति, सभी वर्गों की शिक्षा के लिए विशेष शिक्षण व्यवस्था सुनिश्चित करने का प्रयास चल रहा है। इसके सभी कार्यक्रमों में लोकभागीदारी सुनिश्चित करने के लिए स्वयंसेवी संगठनों का आवश्यक सहयोग भी प्राप्त किया जा रहा है।

शिक्षा में गुणात्मक सुधार तब तक नहीं हो सकता, जब तक शिक्षकों के प्रशिक्षण की उचित व्यवस्था न हो। इसके लिए शिक्षक प्रशिक्षण को हमने बिहार शिक्षा परियोजना का एक महत्वपूर्ण आधार-स्तम्भ माना है।

महिलाओं की शिक्षा हमारे लिए एक सबसे बड़ी चुनौती है। महिला समावेषा कार्यक्रम के माध्यम से न केवल हम महिलाओं को सशक्त बनाने का प्रयास कर रहे हैं, बल्कि बाधिकाओं की शिक्षा में जोड़ने की दिशा में इस कार्यक्रम से अभियान सफलता प्राप्त हुई है।

शिक्षा में लोकभागीदारी बढ़ाने के उद्देश्य से बिहार शिक्षा परियोजना के अन्तर्गत ग्राम शिक्षा समितियों का गठन किया गया है। इन समितियों को विद्यालय भवन निर्माण का कार्य एवं प्राथमिक शिक्षा के सार्वजनिकरण के दृष्टिकोण से प्राथमिक शिक्षा से संबंधित सभी गतिविधियों के साथ जोड़ा गया है। ग्रामशिक्षा समिति के सुदृढ़ीकरण का स्पष्ट प्रतिफल नामांकन में वृद्धि एवं विद्यालय भवन के निर्माण में ग्रामीणों के अंशदान के रूप में परिशिक्षित होता है। बिहार शिक्षा परियोजना के अन्तर्गत हो रहे नवाचारात्मक प्रयोगों का हम गंभीरता से अध्ययन कर रहे हैं, ताकि इन प्रयोगों को अन्य क्षेत्रों में भी दुहराया जा सके।

बिहार के लिए 'सब के लिए शिक्षा' का असली अर्थ है अभिवृद्धित वर्ग के उन बच्चों को प्राथमिक शिक्षा के परिक्षेत्र में लाना, जिनकी तरफ अभी तक किसी का ध्यान नहीं गया है। बिहार में डोम, हलधोर, मुगहर आदि में साक्षरता अत्यन्त ही कम है। ऐसे बच्चों को नामांकित करने के लिए राज्य में विशेष विद्यालयों की व्यवस्था की गयी है। अनुपस्थित जाति के बच्चों के विद्यालय में उपस्थित रहने के लिए अभिप्रेरित करने के उद्देश्य से राज्य सरकार ने प्रति छात्र प्रत्येक दिन एक रुपया देने का प्रावधान किया है।

समिति के सदस्य इस बात से अवगत हैं कि ग्रामीण क्षेत्रों में कामकाजी बच्चों की पढ़ाई की व्यवस्था के लिए राज्य में 114 चरवाहा विद्यालय खोले गए हैं। ये विद्यालय प्राथमिक

शिक्षा के अतिरिक्त पशुपालन, मत्स्यपालन, कृषि, वन, लघु उद्योग एवं ग्रामीण विकास आदि से संबंधित सभी ग्राम्य स्तरीय कार्यक्रमों के केन्द्र होंगे। इससे शिक्षा को विभिन्न व्यवसायों से जोड़ने में काफी मदद मिल सकेगी।

बिहार के लिए यह गौरव की बात है कि राष्ट्रपिता महात्मा गांधी के द्वारा 14 नवम्बर, 1917 को चम्पारण के बडहरवा लखनसेन नामक गांव में पहला बनियादी विद्यालय तथा 20 नवम्बर 1917 को भाटरवा नामक गांव में दूसरा बुनियादी विद्यालय खोला गया और इसी क्रम में शिक्षा को श्रम, रोजगार एवं जीवन से जोड़ने हेतु राज्य में आजादी के पूर्व 530 बुनियादी विद्यालय खोले गए। इनमें पर्याप्त जमीन है। महात्मा गांधी के सपनों को मूर्त रूप देने के उद्देश्य से इन विद्यालयों को पुनर्गठित करने के लिए राज्य सरकार ने 12 करोड़ रुपये की विस्तृत योजना भारत सरकार को समर्पित की है। मुझे विश्वास है कि भारत सरकार इसे स्वीकृति देगी।

'सब के लिए शिक्षा' के उद्देश्य को प्राप्त करने के लिए राज्य सरकार की प्रतिबद्धता को मैं पुनः दुहराना चाहूंगा। पर बिहार की विशिष्ट समस्याओं एवं सीमित साधनों के आलोक में यह लक्ष्य तब तक पूरा नहीं हो सकता, जबतक इस कार्य में भारत सरकार का विशेष आर्थिक सहयोग हमें प्राप्त नहीं होता। मैं माननीय केन्द्रीय मानव संसाधन विकास मंत्री श्री अर्जुन सिंह जी से विनम्र अनुरोध करना चाहूंगा कि वे राज्य सरकार को इस कार्य हेतु विशेष वित्तीय सहायता उपलब्ध करावें।

## डॉ० मसूद अहमद, शिक्षा मंत्री, उत्तर प्रदेश का वक्तव्य

सबसे पहले मैं माननीय मानव संसाधन विकास मंत्री जी के प्रति आभार व्यक्त करना चाहता हूँ कि उन्होंने केन्द्रीय शिक्षा सलाहकार बोर्ड के इस सम्मेलन में मुझे प्रतिभाग करने तथा विचार व्यक्त करने का अवसर दिया। प्रोफेसर यशपाल कमेटी की सिफारिशों और शिक्षा के विकेन्द्रीकरण आदि विषयों पर विचार-विमर्श कर निर्णय लेने की दृष्टि से इस सम्मेलन का विशेष महत्व है।

### 1. स्टेट प्लान आफ एक्शन

राष्ट्रीय शिक्षा पद्धति नीति की संशोधित कार्ययोजना 1992 के अनुरूप प्रदेश की कार्य योजना का प्रारूप बना लिया गया है। इसके लिए कार्यशालाओं का आयोजन तथा विशेषज्ञों से परामर्श एवं गहन विचार विमर्श किया गया। उनसे प्राप्त सुझावों के आधार पर 'कार्ययोजना' तैयार की गयी है। मुझे उम्मीद है कि इस पर 30 जून, 1994 तक आवश्यक निर्णय ले लिए जायेंगे।

### 2. शिक्षा का विकेन्द्रीकरण

केन्द्रीय शिक्षा सलाहकार बोर्ड द्वारा शिक्षा के विकेन्द्रीकरण पर गठित समिति की रिपोर्ट में ग्राम पंचायत जिला परिषद तथा नगरपालिका स्तर की शिक्षा समितियों के माध्यम से शिक्षा के विकेन्द्रीकरण का सुझाव दिया गया है। इस रिपोर्ट में यह भी कहा गया है कि प्रत्येक राज्य सरकार समिति की संस्तुतियों को स्थानीय परिस्थितियों के अनुसार स्वीकार करे।

हमारे प्रदेश में पंचायती राज व्यवस्था पूर्व से ही लागू है। प्रदेश सरकार द्वारा संविधान के इन संशोधनों की मंशा तथा प्रावधानों के संदर्भ में गम्भीरतापूर्वक विचार किया जा रहा है और इस सम्बन्ध में शीघ्र ही आवश्यक निर्णय ले लिये जायेंगे।

### 3. शिक्षा बिना बोझ के

प्रोफेसर यशपाल की अध्यक्षता में गठित समिति की रिपोर्ट तथा इस पर गठित जांच समिति की रिपोर्ट प्राप्त हो गयी है। इन समितियों की सिफारिशों को प्रदेश की आवश्यकतानुसार लागू करने के सम्बन्ध में गोष्ठियों का आयोजन किया गया है। इस बात में कोई शक नहीं है कि पाठ्यक्रम और पाठ्य पुस्तकों के निर्माण में विशेषज्ञों, शिक्षकों, स्वैच्छिक संस्थाओं तथा क्रियात्मक लेखकों की गह्रभागिता बढ़ाना आवश्यक है। इसमें स्थानीय परिवेश के अंशों का भी समावेश होना चाहिए। ग्राम शिक्षा समिति, विकास खण्ड शिक्षा समिति और जिला शिक्षा समिति को और

प्रभावी बनाने तथा अधिकार देने की कार्यवाही पर विचार हो रहा है। विद्यालयों के प्रधानों को अधिकार देना, प्रदेश के सभी विद्यालयों का उसी राज्य के शिक्षा बोर्ड से सम्बन्ध और नर्सरी विद्यालयों के मान्यता संबंधी मानदण्डों का निर्धारण आदि संस्तुतियां निश्चित रूप से व्यावहारिक एवं उपयोगी हैं परन्तु विद्यालयों द्वारा पुस्तकों का क्रय और भण्डारण एवं बच्चों को गृह कार्य न दिया जाना तथा शिक्षक-छात्र अनुपात को 1:40 के स्थान पर 1:30 करना आदि ऐसे विषय हैं जो व्यय माध्य हैं। अतः इन पर अभी और विचार-विमर्श की आवश्यकता है। अध्यापक प्रशिक्षण को सुदृढ़ करना और सामयिक आवश्यकताओं और अनेकाओं के अनुसार पाठ्य-पुस्तकों में संशोधन तथा परिवर्द्धन आज भी महत्वपूर्ण आवश्यकता है। हम इस बात में महमत हैं कि मेवारा शिक्षकों को सेवाकालीन प्रशिक्षण के माध्यम से शिक्षा की नई तकनीक तथा नए विचारों से अवगत कराया जाए।

यशपाल कमेटी की रिपोर्ट में संस्तुत सार्वजनिक परीक्षाओं की समीक्षा तथा प्रश्न पत्रों के स्वरूप पर विशेषज्ञों का परामर्श प्राप्त किया जाएगा और सीखने के न्यूनतम स्तर के निर्धारण विद्यालयों में कार्य दिवसों की संख्या आदि को निश्चित करने पर विशेष ध्यान दिया जाएगा। भाषा, गणित तथा विज्ञान की शिक्षा में वास्तविक जीवन के संदर्भों का समावेश कर इनके शिक्षण को और अधिक प्रभावशाली तथा रोचक बनाया जाएगा। सामाजिक विषय की पुस्तकों में राष्ट्रीय अस्मिता और भारत की गौरवपूर्ण विरासत को गह्रफूज रखने पर विशेष ध्यान दिया जायेगा। वर्तमान में प्रदेश में राष्ट्रीयकृत पाठ्यपुस्तकों का नव विकास राष्ट्रीय शिक्षा नीति के दिशा निर्देशों के आधार पर चरणबद्ध रूप में किया जा रहा है। इसमें एन० सी० ई० आर० टी० नई दिल्ली के विशेषज्ञों को परामर्शी तथा समीक्षक के रूप में सम्मिलित किया जाता है।

### 4. विद्यालयीय पाठ्यपुस्तकों के मूल्यांकन के लिए राष्ट्रीय आयोग का गठन

विद्यालय की पाठ्यपुस्तकों के मूल्यांकन के लिए गठित राष्ट्रीय स्टीयरिंग कमेटी को राष्ट्रीय आयोग का स्वरूप देने का शिक्षा सलाहकार बोर्ड का निर्णय सराहनीय है। पाठ्यपुस्तकों की गुणवत्ता तथा विषय सामग्री की जांच और मूल्यांकन के लिए राष्ट्रीय आयोग की नीति प्रदेश स्तर पर भी राज्य आयोग का गठन किया जाना चाहिए।

### 5. शारीरिक शिक्षा एवं खेलकूद

केन्द्रीय शिक्षा सलाहकार बोर्ड द्वारा खेलकूद तथा शारीरिक शिक्षा पर श्री के० पी० मिह देव जी की अध्यक्षता में गठित समिति

की रिपोर्ट प्राप्त हो चुकी है। इस समिति ने सीखने की प्रक्रिया के साथ शारीरिक शिक्षा और खेलकूद के उपायों और सुधारों के मन्दर्भ में सिफारिशों की हैं।

इस समिति की सिफारिशों मुख्य रूप से विद्यार्थी तथा अध्यापक का अनिवार्य स्वास्थ्य परीक्षण, विभिन्न स्तरों पर उनकी अधिक से अधिक सहभागिता, योगिक अभ्यास के साथ ही संसाधनों की एक निश्चित व्यवस्था के सम्बन्ध में है। पाँचवें शैक्षिक सर्वेक्षण से स्पष्ट है कि प्राथमिक तथा उच्च प्राथमिक स्तर पर प्रशिक्षित शारीरिक शिक्षा अध्यापकों की संख्या आवश्यकता से कम है। यह निर्विवाद है कि शारीरिक शिक्षा और खेलकूद को प्रभावी ढंग से लागू करने के लिए प्रशिक्षित अध्यापक और न्यूनतम उपकरण नितान्त आवश्यक हैं।

इस मन्दर्भ में मेरा यह सुझाव है कि इसकी भी एक कार्य योजना प्रत्येक राज्य को तैयार करनी चाहिए और इसको लागू करने की एक चरणबद्ध समय सारिणी तैयार की जानी चाहिए। हमारे देश में इस दिशा में भी कार्य किया जाएगा। अध्यक्ष महोदय से हमारा अनुरोध है कि मानव संसाधन विकास मंत्रालय द्वारा स्कूलों के स्तर पर (प्राथमिक से माध्यमिक तक) शारीरिक शिक्षा और खेलकूद के प्रसार और प्रभावी क्रियान्वहन के लिए इस समिति की सिफारिशों के मन्दर्भ में एक केन्द्र पुरोनिधानित योजना चलायी जानी चाहिए।

इस अवसर पर मैं यह बताना भी मनासिब समझता हूँ कि प्रदेश में 6 से 14 वर्ष के सभी बच्चों को शिक्षा सुलभ करने के प्रयास गम्भीरता से किये जा रहे हैं। इसके लिए उत्तर प्रदेश सभी के लिए शिक्षा परियोजना' लागू की गयी है। इसमें सामुदायिक सहभागिता

को विशेष महत्व दिया जा रहा है। प्राथमिक शिक्षा को अधिक प्रभावी बनाने के लिए संविधान के 73वें तथा 74वें संशोधनों के अनुसार विभिन्न स्तरों पर शिक्षा समितियों का गठन किया जा रहा है। वर्तमान में 10,700 ऐसी ग्राम सभाएँ हैं जहाँ प्राथमिक स्कूल नहीं हैं। इसी प्रकार 2000 न्याय पंचायतों में उच्च प्राथमिक विद्यालय नहीं हैं। हमारा प्रयास है कि आठवीं पंच वर्षीय योजना के अंत तक इन्हें विद्यालय सुलभ करा दें।

इसी प्रकार प्रदेश में प्रौढ शिक्षा कार्यक्रम के द्वारा हम सबको साक्षर करने की दिशा में लगातार कोशिश कर रहे हैं। इस समय 30 जनपदों में सम्पूर्ण साक्षरता कार्ययोजनाएँ राष्ट्रीय साक्षरता मिशन द्वारा अनुमोदित की जा चुकी हैं। कार्यक्रम को प्रभावी ढंग से लागू करने के लिए प्रदेश में साक्षर सेना गठित करने का भी प्रस्ताव है। इस सबके बावजूद सम्पूर्ण साक्षरता की दिशा में हमें अभी बहुत कुछ करना है। मेरी गुजारिश है कि साक्षरता अभियान को और अधिक सक्रिय बनाने के लिए केन्द्र सरकार द्वारा 90 प्रतिशत अंश दिया जाए।

शिक्षा को रोजगार से जोड़ने और बच्चों में स्वरोजगार की भावना पैदा करने के लिए प्रदेश के अधिकाधिक उच्चतर माध्यमिक विद्यालयों में व्यावसायिक शिक्षा पाठ्यक्रम लागू करने के लिए प्रदेश में गम्भीरता से विचार किया जा रहा है।

अन्त में मैं माननीय मानव संसाधन विकास मंत्री जी के प्रति अपना व्यक्तिगत आभार और प्रदेश की ओर से सम्मान प्रदर्शित करता हूँ कि इस सम्मेलन में उन्होंने उत्तर प्रदेश की वर्तमान सरकार के दृष्टिकोण को प्रस्तुत करने का मुझे अवसर प्रदान किया है।

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MINUTES OF THE 50TH MEETING OF THE CABE HELD IN COMMISSION HALL NO. 5,  
VIGYAN BHAWAN, NEW DELHI ON 2ND MARCH, 1994.

The 50th Meeting of the Central Advisory Board of Education (CABE) was held in the Commission Hall No. 5, Vigyan Bhawan, New Delhi on 2nd March, 1994 under the Chairmanship of Shri Arjun Singh, Minister of Human Resource Development. The list of participants in the meeting is at **Annexure-I**. The agenda of the meeting is at **Annexure-II**. List of documents circulated in the meeting is at **Annexure-III**.

2. Before the proceedings of the meeting started, the participants observed one minute's silence to **condole** the death of Shri Raj Mangal Pandey, former Minister of Human Resource Development and former chairman of the CABE. A copy of the condolence resolution is at **Annexure-IV**.

3. Welcoming the members of the CABE and invitees to the meeting, Shri S. V. Giri, Union Education Secretary and Members-Secretary of the CABE, said that this meeting of the CABE was exclusively for discussing two very important reports, viz., (i) Report of the National Advisory Committee set up in March, 1992 to suggest ways and means to reduce academic burden on school children while improving the quality of learning and (ii) the Report of the CABE Committee on sports and physical Education. Shri Giri mentioned that the decision to set up the National Advisory Committee, popularly called the 'Yash Pal Committee' after its Chairman Professor Yash Pal, former Chairman of the UGC, was to address the concerns expressed at various fold from time to time regarding excessive academic burden on school students due to non-renewal of school curricula, unsatisfactory school facilities and inadequate teacher performance and the resulting erosion in quality of learning. The Committee held wide-ranging consultations and invited views from the students, teachers, parents and general public. Shri Giri mentioned that the Committee's report, submitted in July, 1993, was discussed at length in the last meeting of the CABE held on 15th October, 1993. The CABE then felt that the report should be widely discussed and debated because of the crucial nature of the recommendations and the fundamental nature of some of the viewpoints expressed in the report. Shri Giri added that the general feedback received in the Ministry was that most of the States had held workshops and seminars as part of such debate.

4. Shri Giri also referred to the Report of the CABE Committee on Sports and Physical Education. He said that the Committee was set up under the Chairmanship of Shri K. P. Singh Deo, Minister of Information & Broadcasting, to examine and suggest measures for both students and teachers to take up physical education activities and for development of low-cost sports and physical education infrastructure. The report was circulated in the last meeting of the CABE but could not be discussed. Shri Giri pointed

out that the report contains many recommendations which have no financial implications and on which it should be possible to arrive at a consensus.

Shri Giri also said that a major concern coming up in all meetings relating to education was the follow-up of EFA proposals. Both elementary education and adult education came within the ambit of EFA. He also referred to the decision in the recent Chief Ministers' Conference held on 15th February, 1994 to give EFA the highest priority and to provide support for that in terms of decentralised management, increased resource and improved monitoring mechanisms.

6. In her address, **Km. Selja**, Deputy Minister for Education and Culture said that the transaction of school curricula was coming more and more under public scrutiny. The concerns about deterioration in educational standards in schools were no longer confined only to the body of educationists but have become an important issue for parents. Therefore, the Government as well as the teaching community had now become much more accountable to the general public than in the past. **Km. Selja** added that the Yash Pal Committee recommendations on reducing the quantum of school textbooks and homework were of great significance. She stressed that learning should be a joyful experience, and the classroom environment should be relevant to the children, in order to reduce the drop-out rate particularly of children belonging to disadvantaged sections. Referring to the holistic nature of education of which a school forms just one part - the family, nature and community being the others, she said that compelling the child to spend more time with the textbooks deprived him or her of the pleasure of learning from other sources. She expressed confidence that in many recommendations of the Yash Pal Committee a national consensus could be forged for early action, while in a few of them there might be practical difficulties in implementation. The text of the speech of **Km. Selja** is at **Annexure-V**.

7. **Shri Mukul Wadhwa**, Minister of State for Youth Affairs and Sports welcomed all members and stated that the National Sports Policy emphasized the need for making sports and physical education an integral part of the curriculum in schools and colleges but very little had been done to translate the policy resolve into practical action. He said that any programme of action for improvement of sports in the country should recognize the basic fact that the playing population of our country was very small and that we need to expand its size. He also mentioned that an important aspect in sports promotion was the health and physical attributes of the child and only healthy children possessing good motor qualities could develop into good sports persons.

8. Shri Wasnik added that emphasis on physical education at the early stage of education would make students take to sports and games as a career. He observed that the recommendations of the committee set up by the CAFE to examine the constraints like non-availability of play fields, sports equipment, trained instructors and coaches, were well thoughtout and practical. He pointed out that the committee's recommendation to make sports a compulsory part of the curriculum and assign at least 40 minutes every day can be implemented by all States immediately and added that, it is necessary to provide a system of evaluation, to assess the fitness and overall participation of the child in physical education and sports throughout the year.

9. Shri Wasnik appreciated the pragmatic view taken by the Committee of providing physical education training to all teachers, through pre-service and in-service education courses and suggested that DIETS and B. Ed. colleges and the Department if necessary, should come forward to train the trainees. The Department of Youth Affairs and Sports could offer the training facilities available at LNCPE at Gwalior and Trivandrum, to DIETS.

10. While referring to the setting up of a sports Fund through equal contribution by the Centre and the States and also collection of sports fees from students for creation of sports infrastructure in schools, the Minister said that Government of India hoped to make its contribution in a small way during 1994-95 and emphasised the need to make a beginning by the states too.

11. Shri Wasnik also stated that all the State Governments should at least identify one school per district as sports school for nurturing talented sports-persons. He also mentioned about the Committee's recommendation to impart Yoga practice from secondary school onwards. He requested the State Governments' support in implementing the report which will ultimately raise the standard of Indian sports. The text of Shri Wasnik's address is at **Annexure-VI**.

12. Welcoming all the members of the Board to the 50th meeting of the CAFE Shri Arjun Singh, Chairman, CAFE in his inaugural address noted that this was golden jubilee meeting of the CAFE and said that it would be in the fitness of things if this meeting could become historic. Underlining the urgency in coming to grips with the situation the Board wanted to address itself to, Shri Arjun Singh invited attention of the members of CAFE to the considerable public attention that had been focussed on both the issues under consideration. He noted that there was a very strong public opinion to support the Government's resolve to implement Yashpal Committee recommendations and, therefore there was an urgency for action in the matter. Shri Arjun Singh noted that a sizeable and meaningful debate in most of the States had taken place about recommendations of Yash Pal Committee. Observing that implementation of the recommendations would give an entirely new orientation to elementary education in the country he felt that the State-level seminars and workshops were essential in order to gain

popular acceptance of the recommendation. He therefore, felt that just in case the seminars and workshops had not been held in some States, another meeting of the CAFE could be held in the next couple of months or so to discuss the response from such States.

13. Referring to the Report of the CAFE Committee on Sports, Shri Arjun Singh said that the initiative in this regard had come from the Prime Minister himself at a meeting of the Sports Authority of India about 5-6 months ago. He also drew attention of the Members to his promise in the last CAFE meeting that the report would be discussed in a meeting of the Board early so that implementation could begin from the next academic year.

14. Shri Arjun Singh mentioned that during the last six months there had been a heightened national interest in Education, particularly after the last meeting of the National Development Council, which had brought Education and all its attendant subject to the Centre-stage of our national development. Recalling the 'Education For All' Summit of nine high population countries held in December last and adoption of the historic Delhi Declaration, Shri Arjun Singh mentioned that in the Conference of Chief Ministers held on 15th February, 1994 as a follow-up to the EFA-9 Summit, the resolve to increase the investment in education to 6% of the GNP from IX Plan onwards was announced and this resolve was included in the Address of the Hon'ble President of India to both House of Parliament. After this quantum jump in investment from the present level of 3.7% of GNP to 6%, the plea of inadequacy of funds as an impediment in the way of educational improvement would no longer be valid. As such, it was high time for identifying the qualitative tasks and physical targets to be accomplished within a definite time-frame so that people's expectations from the Government in school education could be fulfilled. The text of the Speech of the Chairman is at **Annexure-VII**.

15. After the inaugural address of the Chairman, the minutes of the previous meeting were considered. On a query from the Chairman, Education Secretary mentioned that comments of only one member, Dr. Shankar Dayal Singh, were received on the Minutes of the previous meeting. Subject to the comments of Dr. Shankar Dayal Singh, the minutes were confirmed.

16. The Chairman then requested Prof. Yash Pal to briefly introduce the report of the National Advisory Committee on school curriculum load for discussion. Prof. Yash Pal emphasised the need to initiate some concrete action urgently. He invited specific attention of the members to the following concerns of the Committee :

- (i) A lot of problems in school education arose from the fascination of curriculum and textbook developers with 'explosion of knowledge' and the urge to 'catch-up' with western nations. The retention capacity of the human brain being limited, continuous storage of increasing information in the child's brain would be impossible. Assessment of children on the basis of their capacity to remember



information should go away. The emphasis should, therefore, shift from 'storage capacity' to building up the 'capacity of students to navigate through information'.

- (ii) School textbooks are written by the experts in respective subjects and not by the school teachers; the fondness of the experts with their respective subjects lead to multiplicity of topics in the textbooks resulting in the textbooks being incomprehensible to the children for whom they are meant.
- (iii) Load of non comprehension, which was more serious than the gravitational load of weight of textbooks, had arisen due to their content being unrelated to the immediate environment of the child.
- (iv) The hierarchical structure of educational authorities did not allow the school teachers to voice their opinions adequately. The teachers were consulted in textbook preparation only occasionally.

17. Prof. Yash Pal urged that the child should be at the centre of the processes of curriculum development and textbook preparation. Agreeing with the Minimum Levels of Learning (MLL) approach, Prof. Yash Pal pointed out that even in that approach the side-effects of 'explosion of knowledge' and 'catching-up' syndromes ought to be taken into account. He urged for a careful consideration of the Committee's recommendation for keeping textbooks in schools as school property and their issue to the students by rotation. He felt that this was a highly cost-effective device in view of the enormous expenditure being incurred in supply of textbooks to all the children. Referring to the Committee's recommendation for limiting CBSE-affiliation to Kendriya Vidyalayas and Navodaya Vidyalayas, he said that though he did not feel very strongly about this recommendation, the desirability of prescribing to all States uniform textbooks having no local relevance and, their becoming heavy due to their incomprehensibility to local children should be kept in view. Lastly, he urged the setting up of a Committee to examine utilisation of the 'Gram-SAT' channel for creation of child-centred social ethos in the country.

18. **Shri Sikander Bakht**, Member of Parliament stated that the metropolitan city of Delhi has only two stadia and there are not enough playgrounds/playfields. He urged for shifting the emphasis from construction of stadia to provision of play grounds. No player can be produced without proper playgrounds playfields. He suggested that sports equipment should be given free of cost to the players. He also approved the recommendation to prescribe a period of 40 minutes in schools in the morning for physical training. He criticised the functioning of the sports federation where bureaucrats are functioning as office bearers and stated that the federations should be kept free from politics. He was of the view that after the talent is identified intensive training should be given and coaches should be provided for the players, individually. He also suggested that the maximum age limit for the players should be fixed, i.e., 20-25 years, so that chance could be given to the other players also.

19. Referring to Yash Pal Committee's recommendation for setting up education committees at village, block and district levels, **Shri Salim Zakaria**, Minister for School Education, Maharashtra informed the meeting that Primary Education in Maharashtra had already been transferred to the Zilla Prishad and Secondary Education to the private educational institutions. He said that this decentralisation had given a big impetus to provide access at the villages, particularly in hilly and tribal areas. He mentioned that two State-level seminars were organised jointly by NCTERT and SCERT, Pune and the views emanating from the seminars sent to the Central Government. Referring to the committee's concern for the burden of homework, he said that the teachers should devote more time to help the students to complete their homework in the school itself. As regards the Committee's plea for adequate programme of teacher preparation, Shri Zakaria mentioned the intention of the State Government to cover 40,000 primary school teachers through inservice training from this year.

20. **Shri Arun V. Divekar**, Sports Minister, Maharashtra said that in Maharashtra promotion of sports was given due importance from the primary school level. He stated that children were given proper guidance so that they can become better sports persons in future. He suggested that every taluka and district should have sports complexes. These complexes should be provided with equipments and coaches and Government of India should come forward with guidelines in this regard. He was of the view that proper training in sports to the children could be given especially during the Diwali or summer vacations.

21. **Prof. Ponnusamy**, Education Minister, Tamil Nadu mentioned that the Yash Pal Committee report was discussed by the five different group of school teachers and members of parent-Teacher Associations. Agreeing with the Committee's recommendation for involving school teachers in preparation of school syllabi and textbooks, he felt that the teachers should be encouraged to take into account the local needs while doing so. He also agreed that the text-based and quiz-based questions should be replaced by concept based questions. He also made a plea for adoption of seminar system in examinations to lessen the burden on students.

22. Referring to the Report on Sports and Physical Education, Prof. Ponnusamy said that in Tamil Nadu, a separate syllabus for Physical Education had been framed for students studying from standards I to V and 2 periods were allotted per week for Physical Education from Standards VI to XII. Apart from this children from Standard I to XII play games for one hour after school hours. In order to impart effective physical education, trained physical education teachers in High Schools and Physical Directors in Higher Secondary Schools have been appointed. To encourage active participation of students in sports and games, the State Government conducts every year two State level competitions namely, Bharathiyar Day Games and Republic Day Sports and Games and the winners and runners-up are provided with Rs. 600/- and Rs. 400 - scholarships respectively.

23. Prof. Ponnusamy also stated that there were 4 Government aided Sports Schools with Sports Hostel and 5 Government Sports Hostels for bringing about excellence in children in sports and that the State government also intended to open more sports schools and hostels. With Central assistance, 200 men and women physical education teachers have been trained for two months in Yoga at Vivekananda Kendra, Kanayakumari and Yoga has been made a compulsory physical education subject in the Syllabus.

24. Prof. Ponnusamy further said that the State Government had introduced a Rural Sports Centre Scheme to tap rural talent. Four acres of land in each block Headquarters would be identified and a 400 metre track would be laid to develop rural sports and games. A grant of Rs. 10,000 - per block for essential materials as well as a coach would be provided to the Rural Sports Centre which in turn would be linked with High Schools in that Block to provide intensive coaching to pupils of those schools. To encourage and develop talented athletes, a State level sports hostel for excellence is to be established where 50 selected talented athletes in the age group of 16-20 will be given specialised coaching and special diet.

25. **Shri Mahendra Singh**, Minister of School Education, Madhya Pradesh informed the CABE that a number of workshops involving educationists, teachers, teacher-educators, administrators and parents were held in the State to deliberate upon the report of the Yash Pal Committee and their observations would be sent to the Government of India within a month. He assured that the State Government would accord priority to reducing the curriculum load on school students and in adopting a child-centred and activity-based approach. Referring to certain specific recommendations of Yash Pal Committee, he made the following observations :—

- (i) The State Government has decided to involve eminent voluntary agencies and also experts and school teachers in preparing textbooks and teacher training. A suitable mechanism for wider dissemination of experiences of the voluntary agencies in these areas would be evolved.
- (ii) The State Government had also decided to adopt necessary legislative and administrative measures to regulate the opening and functioning of pre-schools and also to develop norms for running pre-schools by private agencies with a view to preventing such schools from perpetrating violence on young children by a heavy dose of 'over education.'

26. **Shri Mahendra Singh** also mentioned the top priority being accorded by the State Government to eradicating communalism from school textbooks particularly of History. He also mentioned about the progress achieved by the State in implementing the innovative pilot project called 'Shikshak Samakhya' or Teacher empowerment in five districts. The Government of Madhya Pradesh was also giving due emphasis to convergence of services. In this context he referred to the school health programme entitled 'Arunima' run by the Public Health Department in conjunction

with the Education Department. The Government also proposed to launch a 'Food for Education' programme to reduce the incidence of child labour and to reduce drop-outs. He also mentioned that the State Government had decided to set up Education Committees at village, block and district levels and to involve parents and local citizens.

27. **Shri Mahendra Singh** also stated that the State Government is taking measures for making sports and physical education including not only Yoga, but also Judo and Karate as integral part of education by giving lot of incentives.

28. **Shri Prem Bhai**, Secretary, Banwasi Seva Ashram, UP stated that he was broadly in agreement with the recommendations of Yash Pal Committee. He said that the students should be encouraged to participate in regular debates within school hours in order to facilitate, "concept-formation". He felt that the students should also be encouraged to participate regularly in environment linked and skill-developing activities related to their actual life-situation. There should be corresponding reduction in the time being spent in textbook teaching. He suggested that both the school day and school hours should be increased, if necessary, by curtailing holidays and vacations. He made a forceful plea for provision of minimum teaching-learning material in the schools in rural areas. Inviting attention of the members to the tendency of teachers posted in rural schools to get transferred to towns, he emphasised the need for making them stay in the rural school for a reasonable period of time. Welcoming the recommendation of Yash Pal Committee for setting up education committees at village, block and district levels, **Shri Prem Bhai** stated that such committees under the Panchayati Raj institutions should be given full powers in matters of recruitment, etc., of school teachers. Referring to the Report on Sports and Physical Education, **Shri Prem Bhai** suggested that if needed school hours be increased to accommodate compulsory period of sports.

29. **Dr. (Smt.) Suman Sahai**, President, TCS, Tilhar (Uttar Pradesh) suggested that the rural school timings and hours should be adjusted with the time spent by the rural children in helping their parents in domestic chores, particularly in agricultural activities. She opined that the duration of school-terms in rural areas should be as per the sowing and harvesting seasons by readjusting the vacations. She felt that the children should be provided with need-based information related to the economic activities of their parents; for example, children belonging to agricultural communities should be provided with the information on the crops sown by their families. She stressed the necessity of deleting such lessons from language textbooks that were totally alien to the local socio-cultural set-up.

30. **Shri S. S. Chakraborty**, Education Minister, West Bengal said that he was in full agreement with the basic concern of Yash Pal Committee that too much burden had been imposed on school children. He felt that one of the reasons for increase in the burden was the pressure from parents and teachers to make school education solely

oriented serve the purpose of clearing competitive examinations. He said that there was a dearth of good textbook writers. Cautioning that the enthusiasm to reduce the load should not deprive the children from having adequate information he felt that there should be a reasonable balance between the two so that the children were adequately equipped to face the life challenges in actual work-situations.

31. **Shri Anisur Rahman**, Minister of State for Primary Secondary and Madrasah Education, West Bengal stated that the State Government would organise workshops and send its recommendations shortly. He also said that sports and physical education was considered as an integral part of education and encouraged at various levels in the State by holding sports competitions from the primary school stage. He also mentioned that special training programme in sports and games would be organised for all the teachers and the State Government had set up a Committee which would provide advice on equipments to be provided to the schools. He also stated that in the near future some schools at the District level would be considered as Special Schools for sports only and all facilities would be provided by the State Government. He agreed that our performance in sports in the international sports arena is very poor. He suggested that UGC should draw up a programme for motivating the students in colleges and Universities for Physical education and sports. He further mentioned that though a number of meetings had been held and a number of recommendations had been made, the recommendations could not be implemented due to financial constraints. He also referred to the very small allocation made for sports and games and requested that the allocation for sports should be increased. In 1994-95 a sports school in the State level will be opened.

32. **Dr. Syed Hassan**, Director, Insan School and college, Kishanganj, Purnea (Bihar) felt that strengthening the training programmes for teachers, particularly primary school teachers, was the most vital step for implementing Yash Pal Committee recommendation. He stressed non-book teaching through activities particularly cultural. He was in full agreement with the committee's emphasis on increasing the role of teachers in preparing textbooks.

33. Dr. Hassan agreed with the recommendation of Shri K. P. Singh Deo's committee for integrating sports and physical education at all levels Education. He emphasised that steps should be taken to implement the recommendations and also to improve the facilities to the players to achieve excellence in sports. He further added that talented students are found in rural areas. He suggested that efforts should be made to identify them and encouragement should be given for improving rural sports and games.

34. Referring to the Report of Yash Pal Committee, **Prof. (Smt.) Annapurna Shukla** suggested that more emphasis on job oriented training, as distinct from job-oriented education, should be given at school level. She felt diversion of school children towards jobs and professional skills should take place at three cut-out points, viz., (i) Class X, (ii) class XI and (iii) Class

XII and the diversion should be as per their aptitudes and success in getting entry in job-oriented courses in various Defence and Civil sectors. She suggested that at the end of Class XII, there should be one uniform national-level test for admission in professional courses and also higher education courses in Sciences and Social Sciences. She suggested that Yoga should be introduced from primary level and not from the secondary level as recommended in the report of the sub-committee.

35. **Shri Narain Chand Parashar**, Education Minister, Himachal Pradesh mentioned that it had not been possible for the State Government to hold the workshops on the Reports of Yash Pal Committee and MHRD Group. He agreed with the observation made by Prof. Yash Pal that classroom teaching unduly emphasises information and that the actual cause of academic burden in schools was the load of 'non-comprehension'. Observing that uniform textbooks in schools were divorced from local contexts, he suggested that some of the local languages or dialects not included in the Eighth Schedule of the Constitution or not recognised by the Sahitya Akademi should be used in the textbooks for the children for whom such local language or dialect was the mother tongue.

36. Shri Parashar stated that so far as the report on sports and physical education was concerned, Himachal Pradesh was the right type of State in which sports like Swimming, Trekking and Mountaineering were quite natural to the students. He also said that the State Government was intending to form a State Council of Higher Education and hoped that due recognition would be given to the local sports talents available in the state.

37. **Dr. P. V. Ranga Rao**, Education Minister, Andhra Pradesh informed that both the reports of Yash Pal Committee and MHRD Group were discussed threadbare in a State-level workshop held on 21st February, 1994. Making a detailed analysis of Yash Pal Committee recommendations, Dr. Rao stated that the State Government was in broad agreement with the views of the MHRD Group. He made the following observations :

- (i) Rewarding individual efforts was not inimical to learning since group activity and individual effort were not exclusive or antagonistic. However, group activity should be given priority at primary stage.
- (ii) Involvement of teachers in writing of textbooks was essential. At the same time, the experts in curriculum development should continue to be associated in this process. Curriculum formulation should be done only at the State level. Textbook design at 'Mandal' level and school level would create fresh complications.
- (iii) In view of the demands of the competitive world, reduction of curriculum load should not lead to deletion of content essential for keeping the standard of school education in India at par with the international level.

- (iv) Complete substitution of the existing public examination system was not feasible. While the learning process should be such as to promote assimilation of concepts, memorization could not be done away with totally, since it was also a part of the learning process.
- (v) The rules governing the conduct of private educational institutions recently issued by the State Government, had been made stringent enough to take care of maintaining educational standards in such institutions. Private initiative in setting up schools, etc., should be encouraged in view of limitation of government funds to provide education for all.
- (vi) As regards the recommendation of Yash Pal Committee regarding homework, the State Government was in agreement with the views of the MHRD Group. Though the load of school bag at primary stage should be reduced, treating textbooks as school property was not feasible. When books are carried home children get a sense that the books belong to them and this is very important. The State Government recently decided to give free textbooks to all children of primary classes. This facility should be extended up to class X.
- (vii) Reduction of teacher-pupil ratio from the level of 1:40 would be difficult in view of financial constraints.
- (viii) Reflection of spoken idiom in language textbooks was not feasible in view of immense dialectical diversities in large State like Andhra Pradesh.
- (ix) While the State Government agrees that greater room for experimentation should be provided in Science syllabi and textbooks in primary classes, it agrees the views of MHRD Group regarding Science syllabi for higher secondary classes.
- (x) As regards the recommendations of Yash Pal Committee regarding revision of syllabi of Social Sciences in classes VI-X, the State Government had agreed with the views of the MHRD Group.
- (xi) The need for improving pre-service and in-service training of teachers was fully acquiesced by the State Government which had taken steps to strengthen the existing 23 DIETs in Andhra Pradesh and sent a proposal to MHRD to set up 69 Sub-DIETs to run in-service courses for 3-4 years. The State Government had also sent a proposal to MHRD to strengthen the SCERT of Andhra Pradesh.
- (xii) The recommendation of Yash Pal committee for greater use of electronic media for creation of child-centred ethos was fully acceptable. However, under the Centrally-Sponsored Scheme of Education Technology, Libe-

ral supply of 'Video-Cassettes' to school in non-reception zones' should be introduced.

38. In his observation on the Report of the CABE Committee on sports and Physical Education, Dr. Ranga Rao said that in every school in Andhra Pradesh the school level sports meets were held almost annually. The local talents are identified, tapped and nurtured. He was of the view that in his state, the number of playgrounds is much less when compared with the number of schools available in the State and suggested that the Central Government should also come forward in providing assistance to help the schools in acquiring playgrounds of their own. Dr. Ranga Rao also observed that our country needed a healthy competitive ethos. Intensive coaching is necessary in rural areas where rare talents are available. The talent in rural/tribal areas should be tapped and nurtured. Sports schools should be set up for promotion of sports in the country. He requested for central assistance for completing work on two sports stadia.

39. Dr. (Smt.) Saraswathi Swain pleaded for improving physical facilities in rural schools of Orissa particularly of tribal areas. She observed that teacher absenteeism in schools of tribal areas, which had assumed alarming proportions, should have figured in the Report of Yash Pal Committee. Expressing whole-hearted agreement with the Committee's recommendation that language textbooks should adequately reflect the spoken idiom she suggested that this recommendation could be considered for implementation in tribal areas. She felt that community participation in management of schools was essential and that private tuitions by school teachers should be abolished. She opined that financial limitations should not come in the way of the Government's efforts in reducing curriculum load. She called for immediate introduction of 'Continuous and Comprehensive Evaluation (ECE)' and expressed her full agreement with Yash Pal Committee recommendation for giving encouragement to group activities in schools. She felt that steps should be taken to stop the practice adopted by private booksellers to increase prices of every NCERT textbook by Rs. 5-6 by binding them in hard covers.

40. Smt. Swain was of the view that the 40 minute period for Physical Education is not practicable in the morning. She suggested that it should be kept in the afternoon or in the evening. She also stated it is not proper to charge sports fee from the students as we are committed to provide free education. She mentioned that there are about 500 residential schools with large playgrounds and enough facilities for the students and if fund are provided by the Government of India, these schools can be developed as Sports Schools.

41. Shri K. P. Singh Deo, Minister of State for Information and Broadcasting observed that the CABE Committee's report had been adopted substantially in almost all the States. Giving the background of the Committee and its report, he pointed out that the Committee had taken into consideration two aspects, namely, the aim and the aim plus. The aim is mass participation - involvement of not only the students but along with the teachers and the parents, the entire community is involved. The aim

parents, the entire community is involved. The aim is the pursuit of excellence through the Sports Authority of India and the various schemes implemented by Government of India.

42. Shri Singh Deo also stated that in various countries, especially in the erstwhile Soviet Union, Cuba, China and GDR (East Germany) sports and physical education is taken as to symbolise national health, national discipline, national fitness, national character building, national pride, and national unity and integration. He was of the view that excellence in sports cannot be achieved by zero investments. He stated that local self government will have to be involved. Infrastructure exists but is not being utilized to the optimal level. Reacting to the suggestion to have the period of 40 minutes drill in the evening, he stated that the 40 minutes in the morning had been suggested as is practiced in the armed forces. He, however, left it to the C.A.B.E. to take a decision in the matter. As regards the suggestion to introduce Yoga from Primary level, he stated it was not recommended due to lack of teachers and necessary infrastructure.

43. Dr. P. V. Ranga Rao, Minister of Education, Andhra Pradesh intervened to say that though we have enough infrastructure and institutions for sports we are not making full use of them. Though the Indian contingents participate in all international meets/ competitions like Olympic, Asian and Commonwealth Games, the representation of students is very little. It is necessary to catch the children at a young age for nurturing their talents to obtain good results. He also added that due to lack of teachers, it is not possible for impart training of Yoga from primary level. He was of the view that minimum expenses be incurred and once the institutions which have the facilities are utilized to the full, it will have a spread effect. In the meantime, sharing the equipment cost, sharing the infrastructure cost, providing play field and other could be institutionalised and therefore, would not be difficult to do in phases. Dr. Ranga Rao agreed with the view expressed by Shri K. P. Singh Deo that without the active participation of parents, and teachers, it is not possible to inspire young people especially school going children to take sports and physical activities.

44. Dr. Ram Chandra Purve, Education Minister, Bihar said that the State Government was broadly in agreement with the report of the Yash Pal committee. He lamented that the education system had become fully examination-oriented, with the result that the load of 'non-comprehension' went on increasing. He informed the meeting that the State Government had recently reduced the number of papers in the High School examination from 15 with total marks of 1050 to 9 with 900 marks. Calling for changes in pedagogic techniques, he opined that teachers should try to make curriculum transaction interesting, particularly in Mathematics. He recommended that the process of reduction of curriculum load should be accompanied by encouragement to school activities related to Culture, Physical Education, Environment, Sciences and Socially Useful Productive Work. The State Government had taken up the programme of encouraging these activities in High and Middle Schools of Bihar. He stressed giving support to nurture non-cho-

lastic talent of school children which would lead to overall improvement in their scholastic performance also. Dr. Purve urged for urgent measures to tackle the problem of teacher absenteeism. Voicing his support for increasing teacher participation in textbook preparation, he informed that in Bihar the Secondary School Teachers' Association was being actively involved in the process. He agreed with the Yash Pal Committee recommendation that language textbooks should reflect spoken idioms. Dr. Purve felt that existing admission tests or interviews in primary classes should be replaced by a method of evaluation without the children being aware of it. He, however, did not agree with the Committee's recommendation that textbooks should be declared as school property and kept at school for issue to children in classrooms. He mentioned that the State Government had already started implementing Yash Pal committee's recommendation for community supervision of schools by setting up Village Education Committees. In order to encourage involvement of village community, the State Government had also decided that in the case of opening of each school in rural areas, the concerned village would bear 20% of the cost. Dr. Purve also requested for enhanced central assistance in education. Dr. Purve agreed with the recommendations made in the report of Shri K. P. Singh Deo Committee.

45. Shri Chaitanya Prasad Majhi, Education Minister, Orissa stated that the State Government was broadly in agreement with the recommendation made by the Yash Pal Committee, the report of which had been discussed at a State-level workshop held last month. The political will and administrative efficiency apart, what is needed in our country to translate Yashpal Committee recommendations into actual educational processes is a mass movement involving the community. Such movement can democratise the interests and can really deliver the goods. Piecemeal approaches without comprehensive restructuring of the entire system, would only create new vested interests in place of the existing ones, without appreciable benefit for the target group of children. He was of the opinion that regulatory measures to check mushroom growth of privately-managed English medium schools should be adopted. He also pleaded for setting up a central university in Orissa.

46. Shri Majhi also said that there was great sports potential in tribal boys and requested that they should be given necessary assistance for nurturing the same. He was of the view that the sports hostels set up in the State are not adequate to cover the Youth. He also did not agree with the recommendation regarding collection of fee from the students especially from the tribal areas. He suggested that industrial houses should come forward for promoting sports in the country. Government of India should approach the industrial houses in the matter. Apart from exempting donations made to educational trust, bodies and schemes from Income Tax, perhaps, another effective approach could be extending the term of Central Sector Schemes to cover two consecutive Plan rather than one five year Plan and then asking the State Government to take over the financial liabilities.

47. Acharya Ramamurti said that there would be hardly any dispute with the reasonableness of the recommendations of Yash Pal Committee. Inviting particular reference to the Committee's recommendation for giving support to committed voluntary organisations in development of curriculum and textbooks, he said that it was high time for adopting a mechanism for dissemination of the expertise gained by such organisations in reducing curriculum load. Acharya Ramamurthi felt that implementation of Yash Pal committee recommendations hinged on development of problem-solving capacity of school students. He lamented that in rural areas, pedagogic innovations, particularly in Science subjects were woefully lacking. He opined that all the government efforts for strengthening and modernisation of school education should now be concentrated in rural schools. He cautioned that unless schools in villages were strengthened, no tangible benefits in government programmes in school education would accrue. Observing that Novodaya Vidyalayas could not be called pace setting institutions in the rural context, where they are elite institutions, he stressed the need for setting up real pace setting institutions at block level so that the rural community could follow that model in supervising the schools in villages. Acharya Ramamurthi also mentioned that the schools in his area did not have any provision of science education and sports activities. A lot of talent is available in the country and it should be properly identified and nurtured.

48. Dr. Henry Lamin, Education Minister, Meghalaya, made following observations in regard to recommendations of Yash Pal Committee :—

- (i) Quest for excellence both by individuals as well as by groups should be encouraged.
- (ii) While teachers and Voluntary organisations should be involved in framing of curricula and syllabi and preparation of textbooks, such involvement should be within the State level mechanism. In fact, the current practice in Meghalaya was that the draft syllabi/textbooks prepared by the State Board were subjected to consideration of large body of teachers.
- (iii) Schools should be given freedom to choose a particular Board, i.e. CBSE, CISCE or the State Board to be affiliated to.
- (iv) Treating textbooks of all students as School property and keeping the books in the School, were not feasible.
- (v) Regulatory measures to control pre-schools in urban areas were necessary.
- (vi) A judicious dose of homework was unavoidable.
- (vii) Science syllabi in primary classes should provide greater scope for experimentation and should be closely related to real life situation and local environment.
- (viii) Distance Education mode in B. Ed. courses was not feasible.

(ix) Setting up of Village Education Committee in Meghalaya was not possible since the State was yet to have Village Panchayats.

49. Dr. Musod Ahmed, Education Minister, Uttar Pradesh agreed with the MHRD Group's suggestion for increasing teaching days in schools. He felt that a uniform school syllabi should be adopted for the entire country. He opined that local trades like agriculture should be reflected in school syllabi, particularly at primary stage. He also suggested that only those school should be recognised which have playgrounds. Where there is no playground assistance should be given for developing one. He also suggested that low cost equipments should be provided.

50. Shri Gulabehandra Kataria, Education Minister, Rajasthan felt that teachers being the linch-pin for every reform in school education, the pre-service and in-service training should be remodeled for orienting their pedagogic techniques towards child-centred education. Agreeing with MHRD Group's suggestion on increasing teaching days in schools, he felt that school hours also should be increased. He suggested that homework should be continued from class x onwards. He pointed out that so long as the public craze for private schools in urban areas remained, government's efforts to reduce curriculum load would not succeed.

51. Referring to the report on Sports, Shri Kataria, desired to know how the 40 minutes period for physical education training in the morning can be introduced in the double-shift schools. He was of the view that Sports and Physical education should be linked with the examination to achieve better results.

52. Shri Anil Sarkar, Education Minister, Tripura felt that academic burden was basically an urban problem. He called for intensive efforts to reform public examinations. He also observed that the Yash Pal Committee's recommendations to keep 10% of salary bill with School Principals as Contingency Fund was not feasible and that use of mother tongue as medium of instruction should be made compulsory in primary classes.

53. Shri Sarkar welcomed the concrete decision taken on sports and physical education but stated that the collection funds from the students would be a problem as education is free in the state. On Fund for sports, he suggested that the Central and the State Government should share it evenly, and in case of special category States like Tripura, 10% share should be borne by the State and 90% by the Centre.

54. Shri Sarkar also said that Government of Tripura was in full agreement with the proposals for FFA. He also informed the meeting, of the State government's decision to launch Total Literacy Campaign in the entire state and to achieve total literacy by December 1996. He also suggested that education should be made compulsory for SC/ST girl students in the rural areas.

55. Prof. (Smt) Savithri Lakshmanan, Member of Parliament agreed with the recommendation of Yash Pal Committee for restricting CBSE syllabus to Government Vidyalayas and felt that, if needed, an immediate legislation to carry out this should be enacted.

Referring to the need for strengthening pre-service and in-service training of teachers, she called for financial assistance from the Centre for appointment of specialist teachers. She also requested for increased central financial assistance for Education of the Physically Handicapped, Deaf and Dumb, Blind and Mentally Retarded.

56. Smt. C. Nagamma Kesavamurthy, Minister for Primary and Secondary Education, Karnataka said that the State government had initiated action on several items of the Programme of Action (POA) and that steps were being taken for preparing the state POA. The document would be ready by April, 1994. She also mentioned the substantial progress made in the State towards decentralised management of education. The Karnataka Zilla Parishad Act of 1987 and its amendment effected in 1993 provided for entrusting the responsibilities for the administration of Primary, Secondary, Adult and Non-Formal Education to the Zilla Parishads and Primary Education to be entirely dealt with at block level.

57. Referring to the Yash Pal Committee Report, Smt. Keshavamurthy mentioned that the State Government had already initiated action to reduce the number of school textbooks prescribed and to limit the number of pages in each textbook. While issuing instructions to reduce homework and other non-classroom activities, the State Government ensured that quality of school education did not suffer. In order to make education more attractive, the State Government introduced the 'Yatra Scheme' wherein the children were being taken on a day's trip outside their places of residence. This improved attendance in school and reduced drop-out rate. She claimed that every primary school in Karnataka was being provided with a small library. She mentioned that the project of Minimum Levels of Learning at Primary stage was already underway. Based on the outcome of the project, the entire range of teaching-learning process in primary schools would be redesigned. She added that the State Government would elicit community participation in this endeavor.

58. Smt. Keshavamurthy appreciated and supported the recommendation that the students as well as the teachers should undergo training in sports and physical education. She stated that physical education was already a part of school curriculum and separate schools had been assigned for physical education both at the primary and higher secondary level in Karnataka. She also stated that the state government had spent Rs. one crore for development of 1600 school play fields in the rural areas and for purchases of equipments for 2000 primary schools, during the current year. Yoga is also encouraged to form a part of school curriculum.

59. Shri R. K. Khirney, Education Minister, Arunachal Pradesh, said that one of the main reasons for curriculum load was the disproportionality large number of textbooks at primary stage when compared to the physical facilities and availability of trained teachers. He referred to a Survey in the State which brought out that in the rural primary schools on an average a single teacher was handling 5 classes and 69 books as a result of which not only the education

standard suffered but also dropouts increased. The State Government has reduced the number of supplementary books at primary level. Stating that all schools of Arunachal Pradesh are affiliated to the CBSE, he felt that the NCERT should reconsider the number of their textbooks at Secondary level including plus-two stage.

60. Shri Khirney also mentioned that the Arunachal Pradesh was lacking in sports infrastructure and that they needed at least Rs. 12 crores for developing infrastructure. He suggested that an Expert Committee should go through the infrastructural needs region wise. He supported the recommendation for introducing yoga from the elementary level. He also suggested that 80% of the proposed Sports Fund should be borne by the Centre and 20% by the State.

61. Prof. G. Ram Reddy, Chairman, UGC welcomed the recommendations of both the Prof. Yashpal Committee and the CAGE committee on Sports and Physical Education.

62. Professor A. Gnanam expressed his happiness over the fact that during the last one year education had been brought to the front burner and even higher education had received some support in the budget.

63. Shri A. Mohandas Moses, Adviser to Governor, Jammu & Kashmir stated that the recommendations of Yash Pal Committee had been examined by an expert group of educationists. The group had taken into account the prevailing situation in the State. The experts did not agree with the Committee's recommendation for limiting CBSE-affiliation to KV's and NV's. He said that the heaviest load in school curriculum was in Social Sciences and informed the meeting that the State Government had declared certain topics in History, Geography and Civics as non-evaluative. The State Government was also attempting to reflect local socio-cultures in school textbooks. The General Science textbooks of NCERT had been adapted in J&K with a view to incorporating therein the local flora and fauna. Works of Kashmiri Poets were being included in Urdu textbooks. He, however, stressed the need for a balance between the national integration and local culture in school textbooks. He said that decentralisation of curriculum framing was obviously not feasible in the present situation in J&K. The State Government, however, was increasingly involving the teachers in textbook preparation by conducting workshops and had started introducing Continuous and Comprehensive Evaluation. He called for more attention to education of physically handicapped. He generally supported the recommendation of the CAGE Committee on Sports and Physical Education.

64. Shri I Imkong, Education Minister, Nagaland informed the meeting that the Yash Pal Committee Report had been discussed at State level and the consolidated views of the State Government would be forwarded to Government of India shortly. As regards decentralised management of school education, he mentioned that the State Government would try out on an experimental basis, the entrusting of few rural schools to Village Education Committees.



65. Shri Imkong also stated that the State Government has approved the compulsory introduction of physical education and sports in the school curriculum. He further stated that lot of hidden talent was available in Nagaland which required to be identified and numbered. He said that the cost of construction of playfields and sports complexes was very high in hilly areas, and requested for Central Government's financial assistance for development of infrastructure. He also suggested that the Government of India should allocate more funds for this purpose region wise.

66. Shri Golok Rajbanshi, Education Minister, Assam said that though the State Government was not in agreement with the Yash Pal Committee recommendation for limiting CBSE-affiliation the NCERT should consider whether the CBSE schemes of studies could be made lighter. He felt that homework should not be totally done away with and in classes III and IV, it should be non-textual and minimal. In classes V and above, the quantum of homework should be reduced and limited to a few subjects. He informed the meeting that though the State Government did not fully agree with the Committee's recommendation No. 10(a) regarding pre-service training, it welcomed the suggestion for recognising B. Ed. courses by correspondence. He mentioned that the State Government would make the B. Ed. courses more practical-oriented. While conveying the agreement of the State Government with the remaining recommendations of Yash Pal Committee, he stated that the need of the hour was to make education much more attractive to students so that they were not misguided to the path of violence.

67. Shri Vinaykumar P. Usgaonkar, Education Minister, Goa, said that the State Government was in agreement with Yash Pal Committee recommendations. He felt that school curricula should be just sufficient to grasp the basic knowledge and also at par with the average capacity of understanding in the respective age-groups of children. Observing that home assignments should be easily comprehensible to children, he opined that the tendency of teachers to give homework in vague and confusing topics and themes should be curbed. He also said that the State Government had decided to introduce non-detention in classes I to III, in all schools of Goa.

68. Shri Usgaonkar supported the recommendations of the sub-committee and also suggested the inclusion of Trekking, Jogging, Road Races and Cycling Races along with the Yoga practice in sports and physical education.

69. The written statements of members of the CABE are appended at Annexure-VIII.

70. In his concluding remarks, the Chairman mentioned that it was heartening to note that the recommendations of both Yash Pal Committee and K. P. Singh Deo Committee had found favour with the members of the CABE, of course, with certain reservations here and there. This consensus would have to be

translated into action and for this some strategy would have to be evolved. The Chairman felt that certain States could be grouped together according to their area, experience, etc., and these groups could evolve. The steps that have to be taken one after another to bring about the changes envisaged in both the reports.

71. The Chairman also said that a beginning could be made in the academic year 1994-95 for implementing some of the recommendations of the CABE Committee on Sports and Physical Education. He also informed the meeting that the Union Minister of State for Youth Affairs and Sports would interact with the states on the steps to be taken and also about resource mobilization.

72. The Chairman further observed that since the Yashpal Committees recommendations had been totally academic in nature, the Government of India would not like to rush into them straightaway. The Chairman recalled that Prof. Yash Pal himself had felt that greater preparations should be made first so that once the recommendations were implemented there were less chances of anything going wrong.

73. Appreciating the points raised by Acharya Ramamurthi in this meeting, the Chairman said that such points, perhaps, threw up one of the great contradictions in the sphere of education in the country. He felt that it was high time to make a candid assessment of the achievements and shortcomings. Observing that the teacher training would be the most crucial inputs for implementing the recommendations of Yash Pal Committee, the Chairman suggested that the question of reorientation of teacher training programme on a short-term basis could be brought up before the CABE, after it was considered by the State Governments.

74. The Chairman also felt that visits to the State would be necessary to have a direct interface with the State Government functionaries so that in the next 2-3 months or so, the Ministry of Human Resource Development could satisfy itself that a phase had come when implementation of recommendations of both these major committees were really possible. The Chairman requested the State Education Ministers to be available during these interactive visits to the States and mentioned that he would write to the Chief Ministers also to spare a little time for these meetings. He observed that the collective efforts of the Centre and the States should be directed towards arriving at a time-bound schedule of implementation of the recommendations.

75. On the points recorded in this meeting of the CABE which were not a part of the Agenda, the Chairman hoped that it might be possible to take them up for discussion in the next meeting of the CABE a few months hence.

76. The meeting ended with a vote of thanks to the chair.



**LIST OF PARTICIPANTS IN THE MEETING OF CENTRAL ADVISORY BOARD OF EDUCATION  
HELD IN NEW DELHI ON 2ND MARCH, 1994**

**Chairman**

1. Shri Arjun Singh  
Union Minister of Human Resource Development

**Representatives of the Government of India**

2. Shri K. P. Singh Deo  
Minister of State for Information & Broadcasting
3. Shri Mukul Wasnik  
Minister of State for Youth Affairs & Sports
4. Dr. (Smt.) Chitra Naik  
Member (Education)  
Planning Commission
5. Km. Selja  
Deputy Minister for Education & Culture

**Representatives of State Governments and UT Administrations**

6. Dr. P. V. Ranga Rao  
Minister for Secondary Education  
Andhra Pradesh
7. Shri R. K. Khrimy  
Minister of Education  
Arunachal Pradesh
8. Shri G. C. Rajbanshi  
Minister of Education  
Assam
9. Dr. Ram Chandra Purve  
Minister (Primary & Secondary Education)  
Bihar
10. Shri Md. Mustafa Munna  
Minister (Youth Affairs & Culture)  
Bihar
11. Shri V. P. Usgaonker  
Minister of Education  
Goa
12. Shri Navin Chand Parashar  
Minister of Education  
Himachal Pradesh
13. Shri A. Mohandas Moses  
Adviser to Governor  
Jammu & Kashmir

14. Shri S. M. Yahya  
Minister for Higher Education  
Karnataka
15. Shri Prabhakar Rane  
Minister for Adult Education  
Karnataka
16. Smt. C. Nagamma Keshavamurthy  
Minister for Primary & Secondary Education  
Karnataka
17. Shri Mahendra Singh Kalukhera  
Minister of School Education  
Madhya Pradesh
18. Shri Prabhakar Dharkar  
Minister of Higher & Technical Education  
Maharashtra
19. Shri Salim Zakaria  
Minister for State for School Education  
Maharashtra
20. Shri Arun Divekar  
Minister of State for Youth, Welfare & Sports  
Maharashtra
21. Dr. Henry Lamin  
Education Minister  
Meghalaya
22. Shri I. Imkong  
Minister of School Education  
Nagaland
23. Shri C. P. Majhi  
Minister (Higher Education)  
Orissa
24. Shri Gulabchand Kataria  
Education Minister  
Rajasthan
25. Prof. K. Ponnusamy  
Minister of Education  
Tamil Nadu
26. Shri Anil Sarkar  
Education Minister  
Tripura
27. Dr. Masood Ahmad  
Education Minister  
Uttar Pradesh
28. Shri S. S. Chakraborty  
Minister (Higher Education)  
West Bengal

29. Shri Anisur Rahaman  
Minister of State (Primary,  
Secondary & Madrasah Education)  
West Bengal
30. Shri Bansa Gopal Chaudhary  
Minister (Technical Education)  
West Bengal
31. Shri V. K. Duggal  
Adviser to the Administrator  
Chandigarh
32. Shri Sahib Singh Verma  
Education Minister  
Delhi
33. Shri A. Gandhiraj  
Minister of Education  
Pondicherry
- Elected Members**
34. Shri Chinmaya Nand Swami  
Member of Parliament  
Lok Sabha
35. Shri Shankar Dayal Singh  
Member of Parliament  
Rajya Sabha
36. Smt. Maragatham Chandrasekhar  
Member of Parliament  
Lok Sabha
37. Prof. (Smt.) Savithri Lakshmanan  
Member of Parliament  
Lok Sabha
38. Dr. Sudhir Ray  
Member of Parliament  
Lok Sabha
39. Shri Sikender Bakht,  
Member of Parliament  
Rajya Sabha
40. Professor Hakim Syed Khakeefathullah  
President  
CCIM, Madras
- Ex-Officio Members**
41. Prof. G. Ram Reddy  
Chairman, UGC
42. Smt. Amarjit Kaur  
Chairman, Central Social Welfare Board
43. Shri P. Thakur  
Chairman, CBSE
44. Prof. A. K. Sharma  
Director, NCERT
45. Shri Sudeep Banerjee  
Director General  
National Literacy Mission
- Nominated Members representing various categories**
46. Shri Prem Bhai  
Secretary  
Panvasi Seva Ashram  
Uttar Pradesh
47. Dr. K. L. Chopra  
Director, Indian Institute of Technology  
Kharagpur (W.B.)
48. Dr. Joytibhai Desai  
Gandhi Vidyapith, PO Vedachhi  
Gujarat
49. Dr. A. Gnanam  
Vice-Chancellor  
Pondicherry University  
Pondicherry
50. Dr. Syed Hasan  
Director, Insan School/College  
Kishanganj, Purnea (Bihar)
51. Dr. Vijendra Kabra  
Director  
Indian Institute of Rural Workers  
Maharashtra
52. Shri M. P. Parameswaran  
Bhartiya Gyan Vigyan Samiti/  
Kerala Sastra Sahita Parishad  
Thiruvananthapuram
53. Acharya Ramamurti  
P. O. Khadigram  
Bihar
54. Prof. G. S. Randhawa  
Vice-Chancellor, GNDU  
Amritsar
55. Dr. (Mrs.) Suman Sahai  
President, TCS  
Uttar Pradesh
56. Prof. (Mrs.) Annapurna Shukla  
Banaras Hindu University  
Varanasi
57. Shri M. P. Singh  
125, George Street  
Meerut
58. Dr. (Smt.) Saraswati Swain  
Kalyan Nagar, Orissa
59. Dr. (Smt.) Jyoti H. Trivedi  
Raj Mahal  
Bombay
60. Shri B. C. Zaveri  
Technical Director  
M. N. Dastur & Company,  
Bombay
- Member-Secretary**
61. Shri S. V. Giri  
Union Education Secretary

## Permanent Invitees

62. Shri B. N. Bhagwat  
Secretary  
Department of Youth Affairs and Sports
63. Shri R. C. Tripathi  
Adviser (Education)  
Planning Commission
64. Shri Y. N. Chaturvedi  
Additional Secretary  
Department of Education

## Special Invitees

65. Professor Yash Pal  
Former Chairman, UGC
66. Professor S. K. Khanna  
Chairman  
All India Council of Technical Education
67. Mrs. Lizzie Jacob  
Commissioner, KVS
68. Ms. Neeru Nanda  
Chairman  
Navodaya Vidyalaya Samiti
69. Prof. M. Mukhopadhyay  
Chairman  
National Open School

## Other Participants

## Ministry of Human Resource Development

70. Shri D. S. Mukhopadhyay  
Joint Secretary (U&HE)
71. Dr. R. V. Vaidyanatha Ayyar  
Joint Secretary (DPEP)
72. Shri Deepak Gupta  
Joint Secretary (A&P)
73. Dr. J. S. Rajput  
Joint Educational Adviser (EF)
74. Shri S. D. Awale  
Joint Educational Adviser (T)
75. Shri T. K. Das  
CCA

## Representatives of other Central Ministers/Departments

76. Shri R. K. Nayak  
Additional Secretary  
Ministry of Welfare
77. Smt. Asha Swarup  
Joint Secretary  
Department of Youth Affairs and Sports
78. Shri D. Sengupta  
Deputy Secretary  
Department of Culture

## Representatives from State Governments/UT Administrations

79. Dr. J. S. Sarma  
Secretary  
Andhra Pradesh

80. Shri B. K. Reddy  
Director of School Education  
Andhra Pradesh

81. Shri P. C. Sharma  
Commissioner & Secretary  
Assam

82. Smt. Krishna Singh  
Resident Commissioner  
Bihar Government  
New Delhi

83. Shri A. K. Joshi  
Commissioner, Higher Education  
Gujarat

84. Dr. A. Patel  
Director, Primary Education  
Gujarat

85. Shri Ajit Kumar  
Commissioner-cum-Secretary (Education)  
Jammu & Kashmir

86. Shri K. K. Vijayakumar  
Secretary (General Education)  
Kerala

87. Shri K. M. Ponappa  
Secretary (Education)  
Karnataka

88. Shri H. Mishra  
Secretary (School Education)  
Madhya Pradesh

89. Shri Abhimanyu Singh  
Education Secretary (Primary & Secondary)  
Rajasthan

90. Smt. Jayanthi  
Education Secretary  
Tamil Nadu

91. Dr. C. Palanivelu  
Director of School Education  
Tamil Nadu

## Representatives of NIEPA

92. Professor G. D. Sharma

## Representative of CBSE

93. Shri H. R. Sharma  
Director

## Representatives of ICAR

94. Prof. A. Ahmad  
Deputy Director General

## Other Participants

95. Shri R. P. Gangurde  
Additional Secretary  
UGC

50TH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION  
2ND MARCH, 1994, NEW DELHI

AGENDA

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|---|--|
| Item 1. Confirmation of Minutes of 49th Meeting of C.A.B.E.   | Item 3. Report of the C.A.B.E. Committee on Sports and Physical Education. |
| Item 2. Report of the National Advisory Committee on Reduction of Academic Burden on the school students. | Item 4. Follow-up Action on EFA-9 Summit.                                  |

LIST OF DOCUMENTS CIRCULATED

1. Agenda note on the National Advisory Committee on Reduction of Academic Burden on the school students and Copy of the Report.
2. Agenda note on the report of the C.A.B.E. Committee on Sports and Physical Education and Copy of the Report.
3. Agenda note on the Follow-up action on EFA-9 Summit.
4. Report of Central Advisory Board of Education (C.A.B.E) on Distance Education.

50TH MEETING OF CENTRAL ADVISORY BOARD OF EDUCATION  
WEDNESDAY 2ND MARCH, 1994 VIGYAN BHAWAN, NEW DELHI

Condolence Resolution of Shri Raj Mangal Pande

The CABE deeply condole the death of Shri Raj Mangal Pande, former Chairman of the Board and former Minister of Human Resource Development.

Shri Raj Mangal Pande was a distinguished politician and freedom fighter. He was an active social worker. He ably guided the Board during his stint as Chairman of the CABE. The Board place on record their deep appreciation of the great service rendered by Shri Raj Mangal Pande.

SPEECH OF DEPUTY MINISTER FOR THE 50TH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION AT 10.30 A. M. ON MARCH 2, 1994 AT COMMISSION HALL NO. 5, VIGYAN BHAWAN, NEW DELHI.

I join Education Secretary in extending a warm welcome to you all. Though all subjects of today's deliberations have great relevance for our education system, I will confine my observations to the report of the National Advisory Committee on reducing the burden of school students.

Qualitatively, education continues to cause serious concern. The issue of falling standards of achievement in intellectual, moral and ethical spheres calls for immediate scrutiny. To know the reasons of this deterioration in educational standards, we may have to wade sometimes in shallow water; sometimes in deep. What happens in school is now more open to public scrutiny than ever before. This openness will become more formal as the search for effective schools and effective teaching becomes more intense. It is expected that parents will become more and more conscious of what goes on inside the classroom. What was once restricted to be a debate amongst professionals may have a much larger audience now. It is in this context that the discussion on the report of Professor Yashpal Committee become relevant.

The recommendations of the Advisory Committee on reducing the quantum of textbooks home work, etc., are of great relevance. Learning has to become a joyful experience. This is necessary to ensure reduction of the dropout rates. Making the school and the

classroom attractive is particularly relevant to the disadvantaged sections of society. Most of the children from these sections are first generation learners. It is our duty to ensure that education is a smooth process for them.

There is also a tendency to burden students in the lower classes with home work. I feel that we should discourage this totally. Education is not a mere textual learning. A child learns from his family, from elders, from friends, from the surroundings and from nature. When we compell the child to spend time with textbooks and notebooks at home also, we are taking away from the child the joy of being one with nature; or the opportunity to learn from the surroundings.

The need to make the learning process a joyful experience is certainly not in question. The Yashpal Committee's recommendations cover various aspects of the issue and I am sure you would have studied and examined them in depth. There may be practical difficulties in implementing some of the recommendations; there may be certain recommendations which are not acceptable to all; but I am sure there are many recommendations on which we can forge a consensus and start implementing right away.

With these words, I wish the discussions all success.

SPEECH OF SHRI MUKUL WASNIK, MINISTER OF STATE, DEPARTMENT OF YOUTH AFFAIRS  
AND SPORTS DELIVERED IN THE MEETING OF CABE ON 2ND MARCH, 1994

Central Advisory Board on Education has before it, an agenda of great significance having vital implications for the growth of our young generation and future of the community. As we know, the National Sports Policy adopted by us emphasises the need for making sports and physical education an integral part of the curriculum in schools and college. This resolve was reiterated in the National Policy on Education-1986. Though the desirability of such a move is unquestionable, very little has been done to translate the policy resolve into practical action.

After every debacle in international sports, there is criticism that a nation of over 850 million people has not produced even few performances of international standard. In the shadow of such a criticism, the fact that the playing population of our country is very small, is often forgotten. Any Programme of Action for improvement of sports in the country has recognise this basic fact. The emphasis on integrating sports and physical education in school curriculum emanates from the realisation that we need to expand our base of playing population.

The health and physical attributes of our children constitute another aspect which is no less important. This is a goal in itself. The fact that only healthy children possessing good motor qualities may lead us to the search of strong sportspersons of future needs no elaboration.

Emphasis on physical education from the beginning of the process of learning will create attitude and interest towards a sports culture, which is extremely vital. This will not only make up for the deficiencies in the school curriculum but also create an environment where sports and games could be viewed as a career, capable of offering attractive benefit in life.

This issue has been discussed in the various forums in the past. But several constraints have been cited. It has been mentioned that the financial implications are heavy and therefore it cannot be taken up keeping in view the existing commitments in the education sector. The difficulties in the availability of playfields, sports equipment, trained instructors and coaches have also been mentioned. In the background of such constraints, the answers have to be simple and practical. I am glad that the Sub Committee set up by the Central Advisory Board on Education to examine this issue has come up with recommendations, which are well thought, practical, cogent and oriented towards the objective.

The Committee has recommended that physical education and sports should be made a compulsory part of the curriculum and assigned at least 40 minutes

everyday for all school going children. I feel this recommendation can be implemented by all States immediately. The Committee has also suggested an annual physical fitness test. We feel a system of evaluation has to be provided for so as to assess the fitness as well as overall participation of the child in physical education and sport throughout the year.

The Committee has also taken a pragmatic view on the issue of physical education teachers and recommended that at the primary and middle school level, it would not be appropriate to provide for separate physical education teachers. Instead, subject teachers, in these schools have to be trained as physical education teachers. This has to be achieved by making every teacher trainee participate compulsorily and vigorously in physical education and sports in pre-service and in-service education courses. The DIETs for primary and upper primary and B.Ed. colleges for secondary level have a crucial role to play because they are the main centres for pre-service and in-service training of teachers. We would undertake to train the trainers in the DIETs through our LNCPEs at Gwalior and Trivandrum.

The Committee has also made certain recommendations, which have financial implications, such as setting up of a sports fund in each State to which the State and Central Government would contribute equally for creation of sports infrastructure in schools and charging of sports fees from the students on a graded scale for meeting the requirements of consumables and participation in tournaments at the school level. It has been recommended that Rs. 75 crores may be earmarked by Central Government annually towards their contribution to the fund. An equivalent amount would be required from the States. The Government of India hope to make its contribution to the sports fund in small way during 1994-95. We would like the States also to make a beginning.

The Committee has recommended that about 300-500 special schools for nurturing of talented sportspersons should be set up in the country. We would like all State Governments to identify atleast one school per district so that subsequently funds can be channelised for creation of sports infrastructure in such schools.

The Committee has recommended that special weightage be given in admission to children who perform well in sports. We would like State Governments to take a policy decision in this regard and request the universities in their States to implement this recommendation.

The Committee has recommended that Yoga practice should be given a great deal of emphasis in tea-



cher training so that it becomes possible to introduce Yoga in all schools subsequently. In the interim it has been recommended that Yoga should be introduced only from the secondary stage and upwards and held only where trained teachers are available.

I would request the State Governments to give their full support to this report, as it will lead to overall improvement in the physical health of our children in schools and ultimately raise the standard of Indian sports.

INAUGURAL ADDRESS OF SHRI ARJUN SINGH ON THE OCCASION OF THE 50TH MEETING  
OF THE CENTRAL ADVISORY BOARD OF EDUCATION AT 10.45 A.M. ON MARCH 2, 1994 AT  
COMMISSION HALL NO. 5, VIGYAN BHAWAN, NEW DELHI.

I welcome you all to this golden jubilee meeting of the Central Advisory Board of Education (CABE). As you are aware this meeting is being held in the backdrop of two important conferences. In December 1993, India was privileged to host the Summit of nine high population countries in New Delhi. It adopted the historic Delhi Declaration which re-affirms our faith and commitment to achieve Education for All. As a follow up of the EFA 9 Summit, a Conference of Chief Ministers was held on 15th February, 1994. This Conference has now put education firmly on the central stage of the developmental agenda of the country and has given a clear message that both at the national and state level, there is a strong and unwavering political will to remove the curse of illiteracy from this country.

All along our efforts have been towards physical expansion and we have tended to equate quantity with quality neglecting somewhat the area of delivery of services. What has been happening in our classrooms has been mere transmission of knowledge from the teacher to the student. This state has to change. The child is not a mere receptacle. Education has to be child-centred; it should stir his creative potential, develop his cognitive and non-cognitive faculties. For this purpose we have to pay attention to the nature of the curriculum, the design and content of textbooks

and the system of examination, etc. I am sure that a wide ranging debate has been held on the very useful recommendations of the Yashpal Committee since our last meeting in October 1993 and that we will now be able to come up with consensual recommendations on the report so that some concrete action can be initiated urgently.

I need hardly mention to you about the need for greater encouragement to sports through the educational systems. The report of the CABE Committee set up for examining and suggesting measures for making sports and physical education, including yoga, an integral part of the learning process at all stages is before you for consideration. Quite a few of the committee's recommendations have no financial implications. The Committee has also made certain recommendations, which have financial implications. You may give these recommendations your serious and objective consideration and advise on the practical measures we should take.

I hope that we will be able to take some key decisions on the recommendations made in the two reports in this meeting which should lead to an improvement of quality of education and sports in this country. Once again I welcome you all.

## ANNEXURE-VIII

### WRITTEN STATEMENTS OF MEMBERS OF THE CENTRAL ADVISORY BOARD OF EDUCATION

1. Dr. P. V. Ranga Rao, Education Minister, Andhra Pradesh.
2. Shri R. K. Khimay, Education Minister, Arunachal Pradesh.
3. Shri Vinaykumar P. Usgaonker, Education Minister, Goa.
4. Shri E. T. Mohammed Basheer, Education Minister, Kerala.
5. Smt. C. Nagamma Keshavamurthy, Education Minister, Karnataka.
6. Shri Salim Zakaria, Minister for School Education, Maharashtra.
7. Shri Prabhakar Dharkar, Minister for Higher and Technical Education, Maharashtra.
8. Shri I. Imkong, Minister of School Education, Nagaland.
9. Shri Mahendra Singh, Minister of School Education, Madhya Pradesh.
10. Dr. Henry Lamin, Minister in-charge, Meghalaya.
11. Shri C. P. Majhi, Minister for School and Mass Education, Orissa.
12. Prof. K. Ponnusamy, Minister for Education, Tamilnadu.
13. Shri Anil Sarkar, Minister for Education, Tripura.
14. Shri Anisur Rahaman, Minister of State for Primary, Secondary & Madrasah Education, West Bengal.
15. Statement of Smt. Amarjit Kaur, Chairman, Central Social Welfare Board, New Delhi.

Speech of Dr. P. V. Ranga Rao, M.A., Ph.D. (Political Science) M. A. (Indology), L.L.B. & B. J.  
Minister for Secondary Education, Archaeology & Museums

I must, at the outset, thank the Hon'ble Minister for Human Resource Development for having convened this meeting of the Central Advisory Board of Education (CABE) to discuss two important reports concerning education. Sir, you deserve to be richly complimented for having focused world's attention on EDUCATION FOR ALL in December, 1993 through the historic EFA Summit resulting in the Delhi Declaration as also the nation's attention through the Chief Minister's conference in February, 1994. We are certain that under your stewardship, the goal of Education For All will be a reality. I must also thank you for having made CABE a vibrant body, meeting at regular intervals to discuss various issues that require a concensual approach.

Both the reports—the Yashpal Committee Report on LEARNING WITHOUT BURDEN, including the Chaturvedi Group report and the Report of the CABE committee on Physical Education and Sports have been received with interest in our State. I am happy to inform you that we have had a very interesting and lively debate on the first report through five zonal workshops. A State level workshop was held on 21st February, 1994 which I had the pleasure of chairing. A wide cross section of the society participated in the deliberations. While there was general appreciation of the concerns expressed by the Yashpal Committee and the recommendations made thereon, it was also felt that the Committee covered a wide range of issues, each of which perhaps once again requires detailed examination at least at the State level in order to achieve the objectives envisaged. Nevertheless, the Yashpal Committee Report has helped to turn our attention once again to some of the vital issues. We are in broad agreement with the Chaturvedi Committee report. In fact, we have already taken action to implement some of the recommendations. In this regard, mention must be made of the efforts being made by my department to generate textbooks for classes I and II through the Teacher centres in each district. We hope to have the manuscripts very shortly whereupon the process of evaluation and testing will be undertaken. There is no doubt that involvement of teachers with the right expertise will go a long way to improve the standard of text books and delivery of education. Expert academicians will continue to be associated with the design of curriculum, syllabus and textbooks.

We also share the concern about the need for adequate teacher training both pre-service and in-service. We are happy to inform that all our 23 DIETs are functional. As regards in service training, we have designed a proposal for establishment of 69 sub-DIETs where teachers would be trained once in 3 to 4 years. These sub-DIETs are expected to provide systematic and periodic in service training to teachers, leading to improved teacher competencies.

This proposal was sent to the Ministry of HRD for necessary approval. We have also sent another proposal for strengthening of SCERT. I do hope these proposals will meet with your approval shortly. I am also happy to inform you that the Andhra Pradesh Primary Education Project being implemented in the State, has as its main objective the improvement of teachers' skills in order to make the classroom attractive so as to reduce the dropout rate and enable the attainment of the minimum levels of learning. The evaluation of this project has indicated a very positive results. One of the significant aspects of the APPEP is the Teacher centres which we propose to further strengthen during the course of next year.

While we agree that the existing norms for Teacher : Pupil ratio should be enforced, bringing the ratio down to the level of 1:30 will be fraught with considerable financial implications. We have not yet eliminated the problem of multi-grade teaching and multi-grade classroom in our schools. It is, therefore, essential that we should focus our attention on these issues which, incidentally, will also have the effect of improving the teacher : pupil ratio.

A pioneering effort in Andhra Pradesh has been the A.P. Open School which has succeeded in giving education to working children and particularly those in backward areas. Currently, its operations extend to 60 mandals in five districts. This experiment which is unique in the country has the twin advantage of enabling children to learn at their own pace and a novel system of examination where the children are examined every trimester. The results of A.P. Open School have been very encouraging. We are anxious that the benefits of this system should be available throughout the State so as to serve as an effective model of Non-formal education and to particularly subserve girls as well as children of the weaker sections, among whom the dropout rate is higher. In this direction, we have already sent a proposal for Central assistance for establishing 13,800 centres. I earnestly request you to kindly give your concurrence to the said proposal before the end of the current financial year.

Andhra Pradesh is a pioneering State also in so far as Audio-visual education is concerned. The main problem in Audio-visual education is however two-fold. Firstly, while Government of India make provision for Colour TV sets, it makes no provision for supply of video cassettes. I request that the Government of India may provide money for the same. We have necessary infrastructure in the form of the State Institute of Educational Technology (SIET) to produce the necessary films. In fact, a large number of films are being produced and being telecast in the Teleschool programme. Government of India's assi-

stance in supplying of video cassettes will therefore go a long way in improving the efficiency of Audio-visual technology. Likewise, Audio cassettes also require to be supplied. The second constraint is the training of teachers in handling audio-visual technology. As we have observed in the programme Operation Black Board, orienting teachers' skills takes time.

I am happy to inform you that the report of the C.A.B.E. Committee on Physical Education and Sports was also discussed at the State level Workshop held on 21-2-94. We are in general agreement that Physical education and sports must form an integral part of education and that a specific and adequate time should be kept aside everyday for this purpose. This should however be without adversely affecting the academic timetable. We are also in agreement with the recommendation that sports competitions should be organised at various levels and that mass participation activities may be organised periodically in schools and colleges. The proposal for annual physical fitness test for all students and teachers is good in principle but has to be planned and implemented carefully. In the setting up of standards, the test should be so designed as to promote physical fitness consciousness among teachers rather than being a punitive measure. Likewise, care should be taken to avoid imposition of physical fitness standards on children and teachers with delicate constitutions.

The recommendations of the C.A.B.E. Committee that every institution should charge certain monthly fee for

sports would perhaps be difficult to implement. This is a delicate matter which requires careful consideration. We are in agreement with the recommendation of the Committee that Yoga should be introduced from secondary stage onwards. In fact, our Chief Minister has already announced on 14th November, 1993 that Yoga would be introduced in all High schools from the year 1994-95. Accordingly, we are drawing up of a programme of training atleast one teacher in every High school in Yoga. The recommendations of the Committee for starting of special schools with provision of infrastructure and coaches is indeed welcome. This would however require financial assistance from Government of India. The Committee itself however stated that it would require certain additional expenditure. I request you, sir, to take this up as a Central scheme, so that we can immediately identify suitable schools.

In conclusion, we agree with the spirit of the recommendations of both the Chaturvedi Group on the Yashpal Committee report and the report of the C.A.B.E. Committee on Physical Education and Sports. Details will have to be worked out, which will take some more time. I request that Government of India may formulate suitable central schemes so that the state Government can be given necessary financial assistance.

I thank you for giving me this opportunity for presenting our views.

**ADDRESS OF SHRI R. K. KHRIMEY, MINISTER FOR EDUCATION, SCIENCE & TECHNOLOGY  
GOVERNMENT OF ARUNACHAL PRADESH**

I am happy to be present in this august gathering today to share my view points with all of you. It is indeed a matter of deep satisfaction that this meeting of Central Advisory Board of Education is taking place soon after a historic meeting on very vital educational matters under the Chairmanship of our Hon'ble Prime Minister on the 15th of last month. The enlightening directions given by the Hon'ble Prime Minister will be followed in letter and spirit. I also join hands with all for Human Resource Development and his Ministry for very sustained efforts to give momentum to the cause of educational reconstruction in the country.

For certain constraints, I could not be present in the last meeting of the Central Advisory Board of Education on 15th October, 1993. However, I had sent my detailed response to the agenda items and I am sure, the enlightened members have found some time to glance through the same. I take this opportunity to mention once again that the educational scenario in Arunachal Pradesh is first undergoing a refreshing transformation and among other things the concept of quality education is capturing the imagination of the people. The overall literacy percentage is no longer in a dismal state and I am confident to mention that in another three to five years, the male and female literacy ratio will almost be at par.

Our esteemed Chief Minister has already focused light on diverse areas of educational scenario and Arunachal Pradesh in the last conference of Hon'ble Chief Ministers on 15th February, 1994. I am, therefore, refraining from going into all the details. I, however, repeat for the benefit of all concerned that we are trying our level best to build in Arunachal Pradesh the element of coherence in the overall administrative structure of education. We are in tune with the National Education Policy and we firmly believe that the basic goal of Education for All will be achieved only when formal, non-formal and adult education components are viewed as one composite unit. The literacy movement in Arunachal Pradesh is having all the political support and our drop-out rates are coming down gradually.

Our response to all aspects of educational reconstruction will soon be highlighted in our State Programme of Action. We hope to complete this exercise in another two months time. Our response will be on the basis of our realistic appraisal of the ground realities and on the basis of what we should actually aim at for the betterment of our educational prospects in the next two decades.

Now on the first agenda item pertaining to the report of the National Advisory Committee on reduction of academic burden on the school students, I had **submitted my response** partially in the last meeting of

the Central Advisory Board of Education through circulation of my address. We, in Arunachal Pradesh have had a close look at the basic recommendations of Professor Yashpal Committee and the subsequent effort made by the Ministry of Human Resource Development Group to have a realistic appraisal of the Committee's recommendations. While appreciating the broad based recommendations of the Committee, we find that the recommendations made by the Ministry of Human Resource Development Group have taken into consideration the ground realities. The current education scenario of the country requires a practical approach on the subject. We also feel that it may not be desirable to encourage only the group activities and do away with all individual achievement and rewards. Moreover, involvement of teachers in the curriculum framing is no doubt a good idea but for various important factors decentralisation of curriculum framing beyond the state level will not be realistic proposition. Recently, a group of senior education officers in Arunachal Pradesh has also gone through the recommendations of Professor Yashpal Committee which are indeed laudable in objective. However, taking a pragmatic view of the ground realities, the education officers have more or less sided with the view points expressed by the Human Resource Development Group for implementing Professor Yashpal Committee recommendations in a meaningful manner.

We are in agreement with Professor Yashpal Committee that formal class room teaching at pre-school stage is some-what counter - productive for sustaining the interest of the child. We are emphasising on the medium of play for spontaneous and all round development of the children. We are some-what handicapped also in this area as we are not having many trained teachers to take care of early childhood education. But, in any case, we have taken note on this aspect and we would like to see our children in Arunachal Pradesh more joyful in years to come.

The reduction of academic burden on the school students is also being given a careful thought in Arunachal Pradesh. We are slowly and gradually trying to reduce this burden. A number of supplementary books in various classes are being dispensed with. It is, however, felt that the basic idea of a national core curriculum has its own value and the NCERT curriculum for the school stage has been accepted by all the states including Arunachal Pradesh. Much interference of substantial nature in this area does not appear to be possible at this stage.

Similarly, we also notice that the voluntary organisations with a strong commitment to education have distinct role to play for educational advancement and we

are giving whole hearted support to this cause. However the fact remains that barring institutions like Ramakrishna Mission, Bonyi Polo Mission, Swami Vivekananda Shiksha Kendra etc. we do not have any other solid voluntary organisations in Arunachal Pradesh. Then again, we are also in agreement with the recommendation that sufficient contingency amount should be placed at the disposal of the heads of schools for purchase, repair and replacement of basic equipments.

Our norms for granting recognition to private schools are also on sound lines and we certainly do not want commercialisation on this account. The use of electronic media to make educational programmes available to the students and teachers is also being encouraged as a progressive measure. By and large, we have no basic area of disagreement with regard to the enlightened suggestions emanating from the National Advisory Committee and the further realistic assessment made by the Ministry of Human Resource Development Group.

In respect of the second agenda item regarding the report of C.A.B.E. Sub-Committee for integrating education with Sports and Physicals education—I would like to make certain observations. The basic report has been made available to us only very recently and we are currently carefully going the details for our practical response in the context of Arunachal Pradesh as on date and Arunachal Pradesh in next two decades. Undoubtedly, the report is a comprehensive one and Hon'ble Members who worked so very hard in submitting this comprehensive report deserve our appreciation. The recommendation that low-cost sports and physical infrastructure should

be developed in schools and colleges should receive our whole hearted support. The optimum utilisation of the infrastructure will also be necessary for becoming cost effective. An important recommendation of the Sub-Committee is that physical education and sports should be made a compulsory part of the curriculum and assigned atleast 40 minutes everyday preferably as the first period daily. An other recommendation of the Sub-Committee, we find, is that all subject teachers in schools should be trained as physical education teachers. These recommendations are quite important and will surely be given definite importance in Arunachal Pradesh to the extent found feasible right now. We have our own problem areas. Our infrastructure for games and sports is not adequate and in the hilly region of the state, most of the schools do not have proper play ground. The recommendation of the committee or collection of some sort of monthly fees from the students for procurement and replacement of sports equipments is no doubt a practical one. The recommendation for setting up of a special fund on fifty-fifty basis by the Govt. of India and the State Govt. concerned for sports infrastructural and organisational work is certainly a sound one. But for a remote and developing state like Arunachal Pradesh, the sharing pattern between the Centre and the State under this scheme should be eighty-twenty as a measure of practical necessity. Further, the recommendation of the Committee to identify talented youths of the school for competent coaching and for providing proper facilities in selected schools to bring them at national/inter-national standard is again welcome.

With these words, I now end my submission. My grateful thanks to all of you for allowing me to share my thoughts with you. I am sure, the deliberations of this august body will result in very fruitful action.

SPEECH DELIVERED BY SHRI VINAYKUMAR P. USGAONKAR, GOA, MINISTER  
FOR EDUCATION, ART AND CULTURE

I feel privileged to participate in this meeting of C.A.B.E. which is convened to-day to discuss mainly the two major items of agenda viz. the recommendations by Prof. Yash Pal Committee and Report of C.A.B.E. Committee on sports and physical education.

The National Advisory Committee under the chairmanship of Prof. Yash Pal has extensively discussed the most perplexing questions which we are confronting with and that is "a lot is taught but very little learnt or understood". We all know that whatever is memorised without understanding is doing more harm to the tender children than any good. The system needs overhauling and in the light of this urgently felt need, National Advisory Committee has made certain valuable suggestions based on their studies.

The recommendations made by Prof. Yash Pal Committee (viz. National Advisory Committee) were widely discussed in our State of Goa by convening meetings of teachers, heads of secondary and primary schools, social workers, educationists and representatives of managements of schools in private sector. I would like to make a brief mention of the consensus outcome on the recommendations made by Prof. Yash Pal Committee.

The competitions at school level have their own merit. What all that is needed is the cautious organisation so that the competitions promote both group achievements as well as individual achievement. The rewarding of individual achievements have also its own merits of promoting self-learning and there is little scope to cause any harm to the cause of education if the competition is planned and conducted with adequate care.

The suggestions on lucidity of writing the text-books in simple language, incorporation of local component, stress on illustrations from rural experiences etc. are widely accepted though we differ on the suggestion on granting freedom to voluntary agencies to develop separate curriculum and text-books at this stage. In fact wider involvement of teachers from all sectors, in the process of developing the curriculum and text-books adequately takes care of this factor within the reasonably flexible frame-work.

We endorse the proposal of decentralisation of education by setting up committees at different levels as proposed by N. A. C. However, we have the reservation that the control of these committees shall be limited to the qualitative aspect of the schools and the related academic activities.

The need of making available the contingency amount to the heads of schools is fully appreciated. Its

quantum can be gradually increased with easing of the financial constraints.

The suggestion on the limitation of the role of subject experts in writing the text-books is fully agreed to. The suggestion on limiting the affiliation of all the schools to the State Board, except Navodaya Vidyalayas and Kendriya Vidyalayas was agreed to by consensus for administrative purpose. However, it is felt that this step alone may not help to reverse the trend of local State boards to adopt or adapt the curriculum of NCERT or Central Board of Education.

The suggestion on legislative measures to open early childhood education institutes is acceptable to us. We are fully in agreement with the suggestion of making the norms more stringent to grant recognition to private schools and also to strengthen vigilance against commercialisation of private institutions.

The suggestion on heavy school bag, careful preparation of time-table for home assignments and wiser planning of the nature of home assignments are by and large acceptable with a difference that the students do need text-books as educational aid and reference book for their home assignments. Hence the suggestion that text-books should be only school property, is perceived to be not practicable and not serving any constructive purpose. Further, my State is thinking of doing away with Annual Examination in Primary classes i.e. Ist to IIIrd Std. in order to reduce pressure on young children at the end of academic year though we have no detention policy in Std. I to III.

We agree to the proposal to bring down the pupil-teacher ratio as may be permitted by the resources. The use of electronic media is also fully appreciated and its wider use in teaching-learning process is imperative.

We are in agreement with the suggestion of periodical review and enrichment of B. Ed. programme on the lines as suggested by National Advisory Committee. The discussions held in the meetings favoured discontinuance of correspondence training courses. It was also a feeling that B. Ed. course may be of two years duration. There were no two opinions on the suggestion for institutionalisation of continuing education of teachers and their inservice training.

The suggestion on public examination, reform of evaluation tool is fully endorsed and we also favour continuous and comprehensive evaluation of both scholastic and non-scholastic aspects of education.

We endorse the views expressed by the study group on the suggestion about review of curriculum, deciding minimum levels of learning, preparation of text-books,



the stage-wise time-factor, the structuring of language text-books, experiment orientation of science syllabi and review and revision of Mathematics syllabi and text-books. It is also felt imperative that a fresh look towards the books of History, Geography and Civics is necessary with a view of their potentiality of developing right attitude towards our cultural heritage, social structure and political system.

The other suggestions made by the Study Group on the report of N. A. C. were also considered and it was felt that the entry age for primary school shall be 5+. It was further felt that the teaching (instructional) days can be 200 per annum. The equipping of schools with educational aids and other infrastructural facilities shall continue, not only to facilitate better teaching-learning process but also to arrest the evils of drop-out wastage which is largely due to unattractive character of schools. We fully endorse the view about need of strengthening of the bodies such as SCERT, Text-book Bureaus, Boards of School Education, etc. which are primarily responsible for development of curriculum, preparation of text-books and planning of evaluation.

We have also carefully gone through the recommendations of C.A.B.E sub-committee for integrating education with sports and physical education.

I would like to say that in our State of Goa, every middle, secondary and higher secondary school is provided with a specially trained sports and physical education teacher. At primary level, though there is no special teacher for sports and physical education this is a subject incorporated in the syllabi of Primary Teachers' Training course and thus it is ensured that all the primary teachers are adequately trained to conduct

sports and physical education activities in their primary schools. We have allotted time for these activities in the time-table as recommended by the NCERT. There are special Inspectors at Taluka, Zone and State levels for purpose of regular inspections of physical education and sports activities at all levels of education. This has been a compulsory subject upto Std. XIIth with a defined syllabi in the subject. The weightages under different items are also defined for planned evaluation. The activities of trekking, jogging, road races, cycle races are being considered for introduction in the syllabi. Annual Inter-class and inter-school sports events at all levels are regular features. At present fees are not being charged from the students. Entire financial support is from the State side. Yoga is also introduced in the schools with 4 periods per week. Extensive training in Yoga is given to teachers from primary schools and secondary schools.

The evaluation system of academic subjects accommodates the convenience of the students who have sports talent and who participate in the national and international level. The talented children are selected at early stage and are accommodated in special schools where arrangements for teaching of academic subjects and also added training in sports is provided. The students representing at State level and above are provided with special incentives of added weightages for admissions in professional institutions. We shall endeavour to avail more resources for the promotion of sports and physical education by widening its base in our State.

I thank the Chairman for giving me the opportunity to present our say on the two important agenda items of this meeting.

## SPEECH OF E. T. MOHAMMED BASHEER, MINISTER OF EDUCATION, KERALA

We are meeting here for the second time in a span of six months. Some of us had the privilege of attending EFA Summit also. Our frequent meetings, exchange of ideas and sharing of experience have resulted in tightening loose ends, evolving proper directions and setting proper guidelines and thus enabled our education system for a take off to the 21st century. Most of the states have come up with proper action plans based on the National Education Policy and the guidelines issued from Government of India from time to time. India, taking the lead to organise the Education for All International Summit of the Nine most populated countries at Delhi underlines our concern and commitment to the educational development in the country in particular and in the Third World in general.

The EFA Summit has identified certain key issues in the field of educational development. I may briefly touch upon these points with specific reference to the situation prevailing in my State of Kerala. One of the major issues identified by the EFA Summit is access to basic education and reducing disparity of access in primary and adult education. Fortunately in our state this problem is not felt. Because of our continued effort our enrolment ratio among boys and girls have attained the optimum level. Gender disparity has literally disappeared in enrolment and even in drop out cases. The studies show that girls fare better in schools. The figures for 1991-92 regarding the enrolment strength show that in Class I out of 575197 pupils, 282307 are girls. If we take the figure of Class X out of 416790 pupils, 214801 are girls which is more than 50%. Our effort now is to reduce the drop out ratio to the minimum possible level and improve the quality of education for those who have enrolled in the schools. As far as adult literacy is concerned Kerala has earned the unique distinction of attaining total literacy in India.

One other major area which calls for action and review is revision of curriculum, in order that the curriculum include and meet the demands of daily life. We are organising a number of workshops in order to evolve a suitable curriculum in the school level.

The EFA Summit has identified the teachers' performance and role as one of the central themes in basic education. The National Education Policy has also attached paramount importance to the teacher and it has included, for the first time, a separate chapter for teachers. As I have pointed out earlier in this forum, we are making all possible efforts to improve teacher performance. All the 14 DIETS in Kerala are functioning in full swing and regular training programmes are conducted to equip the teacher with latest developments and trends. In the field of teachers welfare we have recently revised the pay scales of teachers.

Another major area in which the EFA, action plan lays stress is local and community based planning and management of education. Kerala is a state which has got a glorious tradition of voluntarism in education, starting with the Christian Missionaries, Service and Social Organisations and the Private Sector in educational development. With the 73rd and 74th amendment of the Constitution, it has become mandatory on our part to evolve a system of educational planning and management with the local bodies and voluntary agencies playing a very effective and supporting role. Elections to our Panchayat and Municipalities are slated to be conducted shortly and with the establishment of local bodies we will be ensuring an active participatory role in the planning and management of education at the grass root level. Kerala has also launched a new experiment to associate the mothers in the functioning of our Parent Teacher Association in major way. This has paid rich dividends and we will continue to strengthen the participation of mothers in the school activities. In fact, awareness earned from the total literacy programme has acted as a leading light to the mothers, who were hitherto not taking active interest in their childrens education, to play a key and effective role to steer from children in the right direction.

While we discuss about education for all, I feel that there are certain areas where we should give special attention and make special efforts. The situation in our tribal areas is far from satisfactory. Though Kerala is the only state in India to achieve total literacy among tribals we still have to cover a vast ground to provide adequate educational facility to them I appeal that Government of India may draw up a comprehensive time bound scheme for the educational upliftment of the tribals. Kerala has already submitted a scheme to the Ministry of Welfare, Government of India for this.

Another area of major concern is the education of the physically handicapped, deaf and dumb, blind and mentally retarded children. So far we have not been able to provide elementary educational facility to many of these children. Even the conditions in the present schools for this category are inadequate. Lack of trained teachers add another dimension to this problem. I request that Government of India may give special financial assistance to improve the facilities in the special schools for this category of pupils.

I fully appreciate and share the views expressed by the Yash Pal Committee and feel that it should be one of the prime concerns of all of us, working in the field of education. There should be a sincere and earnest effort to reduce the work load of children in schools. It has been noticed that even in the same system of education, different types of instructions have resulted in classifying the schools following the same system of curricula, as good schools and bad schools. A very

wrong notion has been spread in the minds of our average parents that a good school is one which gives the children maximum amount of heavy home work and imparting lot of other instructions outside the syllabus. This trend is seen right from the nursery school level. Many of the school authorities and a large percentage of parents treat their children as "bonded or contract labourers" working under them. Though not doing manual work their condition at home and school is no less miserable than the child labourers described in Charles Dicken's novels. Here again apart from bringing in statutes and guidelines a mass campaign is necessary to enlighten the parents about the concept of proper and effective education for the child. However I would like to stress at this point, that efforts to reduce the work load of children should not close the doors of the vast information revolution happening outside. We have to find out a via media of instruction which takes care of these aspects also. The suggestion to limit CBSE syllabus to Kendriya Vidyalaya and to have state syllabus in all other schools is welcome. I appeal to Government of India to initiate immediate legislation in this direction.

Regarding writing of text books are we are involving the services of school teachers, college teachers and educational experts.

Coming to the report on physical education and sports the first recommendation is that there should be a physical education teacher in all schools. Due to financial constraints we are now forced to minimise the strength of specialist teachers in schools. I fully appreciate the need for physical education and appeal to the Government of India to give necessary financial assistance to post sufficient number of physical education teachers in our schools. We will try our level best to implement the other recommendations like active participation of all teachers in physical education activities, organising sports activities, road races etc. We have very recently raised the special fees to be collected from students and part of this money can be utilised for physical education and sports activities in the schools. In the University level also we will try our level best to implement the recommendations of the committee to maximum extent.

I have only briefly touched upon the various recommendations of the Yash Pal Committee and the committee on physical education and sports—I hope and trust that deliberations today will go a long way to formulate pragmatic and effective strategies to achieve the goal of complete, fruitful and meaningful education to the citizens of our country.

SPEECH BY SMT. C. NAGAMMA KESHAVAMURTHY MINISTER FOR PRIMARY AND SECONDARY EDUCATION, KARNATAKA

It gives me great pleasure to participate in the 50th CABE meeting. The Delhi Declaration of December 1993 has rightly articulated our strong commitment to the achievement of Universal Primary Education and Literacy for All. It is appropriate that the Agenda of this meeting should focus essentially on issues which are of critical importance to this commitment. On behalf of the Government of Karnataka, I would like to reiterate the determination of the State to the achievement of the goal of Universalisation of Elementary Education by the year 2000 A.D.

Coming to the specific items of today's agenda, as far as Karnataka is concerned, we have already initiated action on several items of the Programme of Action 1992. Steps are being taken to prepare our Programme of Action by having a series of debates. Our Programme of Action would lay special emphasis on Universalisation of Elementary Education. We would also like to incorporate the special studies taken up under District Primary Education Programme with reference to Education for Women's equality, teacher-training text book preparation, tribal education and management information system. In the meeting of Education Secretaries held on 10-2-1994, we have indicated that the document is expected to be ready by April 1994.

As far as decentralised management of education is concerned, Karnataka has made substantial progress. The original Zilla Parishad Act of 1987 and the amended Karnataka Zilla Panchayat Act, of 1993 have provided for decentralised management of education of education by entrusting the responsibilities for the administration of Primary Education, Secondary Education, Adult Education and Non-formal Education to the Zilla Parishads. Within the Zilla Parishad system, further delegation has been envisaged under Primary Education being almost entirely dealt with at the Block level. The recommendations of the Committee on Decentralised Management of Education headed by our Hon'ble Chief Minister Sri M. Veerappa Moily, are therefore, already substantively under implementation in the State. The State is committed to ensuring the most effective decentralised management structure for education.

The concerns expressed in the Yashpal Committee report with regard to the physical and academic load placed on school children today reflects our concerns as well. In our State, we have already looked into this problem seriously. We have made efforts to relieve the children of these burdens to the extent possible. For example, action has already been taken to reduce the number of books prescribed and to limit the number of pages in text books at all levels. Instructions

have also been issued to restrict homework and other activities that constitute a burden on the school going child without sacrificing the quality of education. Further, in order to ensure that essential competencies are achieved by every school going child, urban or rural, a project on minimum levels of learning is already under way in the State. Based on the outcome of the project, various aspects of primary education relating to teaching and learning is proposed to be redesigned. In this endeavour, community participation is to be ensured by having a series of dialogues with educationists, educationally interested parents and non-government organisations.

There cannot be two opinions about sports and physical education being an essential and very important part of the activities of schools and colleges. The recommendation of the CABE Committee on Sports and Physical Education, that teachers and students should undergo a physical fitness test and that mass participation in physical activities should be encouraged in education institutions is fully appreciated and supported by the State Government. I am glad to inform this august gathering that physical education is already a part of our school curriculum and that separate classes have been assigned for physical education in the State, both at the primary and secondary levels. Physical education teachers have been provided for in higher primary and secondary schools. The importance of Yoga as an activity that needs to be simply recognised in our schools has been taken into cognisance already. As a result of the initiative taken by our Hon'ble Chief Minister two years ago, Yoga today forms a part of school curriculum. Regular training programme for teachers in Yoga are also being organised. We do feel, however, that given the present constraints of funding, time and facilities, the recommendation that all students and teachers should be subjected to physical fitness test of uniform standard does not appear to be immediately feasible. Barring this reservation, the report of the Committee is acceptable to the State Government.

It is not my intention to list out all the steps taken by my State towards achieving Universalisation of Elementary Education. I have internationally limits my brief comments to the agenda items only. Suffice it to say however, that Karnataka welcomes the Delhi Declaration as a step in the right direction. We are in particular extremely happy with the commitment made by the Hon'ble Prime Minister that six per cent of our National income shall be diverted to the development of education. We are hopeful that with such an enlightened approach to the education sector, total literacy in the society will be achieved in the foreseeable future.

SPEECH OF SHRI SALIM ZAKARIA, MINISTER FOR SCHOOL EDUCATION, MAHARASHTRA STATE  
AT  
THE CONFERENCE OF THE CENTRAL ADVISORY BOARD OF EDUCATION, NEW DELHI  
ON 2nd MARCH 1994

At the out-set, I would like to thank Hon'ble Shri Rajan Singhji and his colleagues for convening the 50th meeting of the Central Advisory Board of Education for considering and discussing the progress made by the State and Union Territories in preparation of State Programme of Action (POA) and for wide-ranging debate on the report of the Yashpal Committee and the report of the C.A.B.E. Committee on Sports and Physical Education and other items as per the agenda.

My State Government has kept the Ministry of Human Resource Development informed about the progress made in the different areas of Primary, Secondary and Higher Secondary Education. I would like to highlight only those areas which need particular attention of C.A.B.E.

#### Implementation of Programme of Action

Sir, you are aware that my State Government had decided to prepare the Programme of Action in October, 1992 by setting up a Task Force consisting of eminent educationists, Zilla Parishad Presidents, Chairman of Education Committees of the Zilla Parishads, voluntary organisations, teachers and women's representatives. The Task Force deliberated in six sub-groups namely: Enrolment and Retention, Improvement of Quality, Teacher Training, Education of girls and weaker sections, Educational Management and Community participation. The Task Force also included Joint Secretary, Planning, Ministry of Human Resource Development and Secretaries, Planning, Finance and R. D. D. of the State Government. After detailed deliberations, the report along with recommendations of the Task Force was submitted to the Chief Minister on 12th December 1993, and the same is under the consideration of the Government.

For implementation of State Programme of Action, the Task Force has suggested some measures for mobilisation of resources. The major findings of the Task Force report is that in the next 6 years, i.e. by 2000 A.D., Maharashtra will have to enrol another 17 lakhs children out of whom in the rural areas, 70 percent will be girls. The report also indicates that 40 percent of the children drop-out of school because of unattractive teaching environment, lack of facilities, teacher-absentism and poor quality of teaching. Out of this nearly 30 percent children drop-out due to poverty related issues. We will have to focus on improving the quality of teachers or making the teaching and learning process more enjoyable and on starting incentive schemes for children who drop-out on account of poverty. My

State Government requires to take serious efforts to improve the quality of education being imparted in primary schools. We seriously commit ourselves to the implementation of Universal Primary Education to achieve the objective of "Education for All" by 2000 A.D. In order to enable the State Government to achieve these various objectives, a large share of Central funds in the VIIIth Plan and IXth Plan is essential for the schemes of Elementary Education.

#### Decentralised Management of Education

With regard to the 73rd, 74th Constitutional Amendment Act, I am to state that in Maharashtra decentralised 3 tier management system of elected local self-government is already in existence since 1962. The Primary Education is a transferred subject with the Zilla Parishads, and Secondary Education has been given on agency basis. The suggestions of the C.A.B.E. Committee on decentralised Management on Education have also been considered and suggestions have been given to the R. D. D. and are under active consideration of the State Government. It has, however, to be considered that the Standing Committee of Zilla Parishad on Education as recommended by Moily Committee on Decentralisation can become a part of Panchayati Raj Institution. The 73rd Constitutional Amendment Act provides that only elected members can be part of Zilla Parishad, Panchayat and Village Committees. In view of this, it may not be possible to set up a broad based Committee as recommended by Moily Committee consisting of eminent teachers and voluntary organisations. We are examining this, I would however, request the Central Government to guide the States in this regard.

#### Physical Education and Sports

The State Government has, already in its Cabinet decision of February, 1993, made Physical Education and Sports as a compulsory subject upto Std. X. The Pre-service training curriculum of D. Ed. Course has also been revised and instead of 180 hours of Physical Education the same has been increased to 320 hours. Sports have been made compulsory at the primary and secondary level with sufficient number of periods in a week.

#### The Report of the Yashpal Committee

The C.A.B.E. considered the report of Yashpal Committee alongwith the recommendations made by the Ministry of Human Resource Development Group. The C.A.B.E. decided that a wide ranging debate should be organised among educational experts, teachers and parents on the relevant issues.

The import of such debate would be taken into account by the C.A.B.E. when it further considers Yashpal Committee Report.

As per these directives, two State level Seminars one at Pune and one at Bombay were organised jointly by N.C.E.R.T. New Delhi and S.C.E.R.T. Pune to assess the views of the parents, teachers, educationists and the voluntary organisations working in the field of Education. I would like to put these views in brief as under :—

- (1) There may be a striking balance between the awards for the excellent work of the students in a team work and as individual work.
- (2) The present examination system may be reformed by making it more comprehensive and continuous evaluation by using grade system.
- (3) The present *modus-operandi* in preparation of curriculum efficiently takes care of the involvement of all the concerned in the field of Education. In view of this, it is felt that it is not necessary to give freedom to the individual institutions in preparation of curriculum. However, Educational Institutions may be given freedom to develop innovating teaching-learning materials and for developing new practices etc.
- (4) The practising teachers are always involved in writing text books. Similarly, subject specialists and experts are also consulted in this regard.
- (5) As per the recommendations contained in the National Policy on Education, 1986, the State Government has taken a policy decision to open Balwadies, in all Zilla Parishad Primary Schools in a phased manner. As this being the State Government's scheme, it is felt that there is no need of a separate legislation for this purpose.
- (6) It is suggested that instead of taking and depositing books everyday, it would be convenient and efficient to guide the students properly regarding the books and note-books to be brought to the school everyday and also regarding the use of separate sheets of paper for class work and rough work.
- (7) It is also suggested that as far as possible, the home work can be got done in the school under the supervision of teachers, so that the students may not be required to carry back the concerned books.
- (8) Considering the resources available as against the principles of ideal teaching-learning conditions; the teacher pupil ratio of 1 : 40 adopted by the State Government is considered to be efficient.

- (9) The Zilla Parishad primary schools in the State are being supplied with Radio-cum-cassette recorders and Colour T.V. Sets in a phased manner.
- (10) Maharashtra has well organised system of in-service training of primary teachers and has also developed a comprehensive scheme for in-service training of secondary and higher secondary school teachers for the upgradation of their quality.

The State Government has taken up various programmes, some of the important programmes are as under :—

#### (i) Pre-School Education

It is proposed to provide pre-school education facility at every place wherever there is a Zilla Parishad Primary School. At present we have been able to cover 49104 places either through Balwadies or Anganwadies. It is proposed to cover left out places during the IX plan period.

#### (ii) Primary Schools

The Primary Schools have been opened in the places with 200 population and where there is no Primary School within a distance of 1.5 Km. This norm has further been relaxed for 100 population and distance of 1 Km. for hilly and tribal areas.

#### (iii) Incentive or Elementary Education

- (a) Book Bank at Primary and Secondary level : 19 lakh children.
- (b) Supply of Uniforms and writing materials to SC/ST children : 11 lakh children.
- (c) Attendance Allowance to girls belonging to SC/ST and below poverty line : about 7 lakh girls.
- (d) Special Scholarships to girls belonging to backward classes.
- (e) Mid-day meals (21 lakh students beneficiaries).
- (f) Savitribai Phule Foster Parent Scheme (beneficiaries 1.60 lakh girls).

#### (iv) Minimum Levels of Learning

Maharashtra is the first State to undertake MLL approach to teach at the State level; SCERT has identified MLL for classes I to V and prepared tools of comprehensive evaluation alongwith teachers' handbook on MLL and supplied it to all primary schools from June, 1993. The text-books of Standard I will have the evaluation tests based on MLL competencies.

#### (v) Management Information System

The State Government has taken up a pilot project of the computerised programme of

MIS in the selected districts of Maharashtra with UNICEF's financial assistance.

(v) **In-service of primary, secondary and higher secondary teachers.**

For the first time, a comprehensive scheme for upgradation of teacher quality has been prepared and accordingly the scheme for imparting in-service training to primary, secondary and higher secondary teachers is being implemented in the State. In 1993-94, the State Government decided to provide for in-service training to 40,000 primary school teachers for 23 days duration through the selected teacher training institutions. Similarly, with help of Yashwantrao Chawan Maharashtra Open University, Nasik, a 21-days in-service training of secondary and higher secondary teachers has been prepared. Every year 30,000 such teachers will be trained. The first batch will get such training in the month of June, 1994.

**State Adult Education Programme**

Maharashtra State is a progressive State in providing educational facilities. Total Literacy campaigns were launched in Sindhudurg and Wardha districts as a people movement and declared as total literate in the year 1991-92. The Government of Maharashtra has taken decision to implement the Total Literacy campaign in all the seven districts of Marathwada region in view of the low literacy rate especially among women.

The total literacy campaign is being implemented in the districts of Pune, Ratnagiri and Sangli. In the year 1993-94 project proposals of Bombay, Amravati, Kolhapur and Yavatmal have been sanctioned by National Literacy Mission Authority. The proposals of Raigad and Satara are under consideration of Government of India.

The Post Literacy campaign projects of Sindhudurg, Wardha, Nanded, Latur, Pune and Jalana are approved by the Government of India.

**Jana Shikshan Nilayam**

There are 2029 Jana Shikshan Nilayams Kendras functioning under the State Adult Education Programme and 2150 Jana Shikshan Nilayams under the Rural Functional Literacy Programme Scheme, in the State for continuing education of the neo-literate.

In order to enable the State Government to achieve various objectives, a larger share of Central funds in the VIIIth Plan for implementation of various schemes of elementary and secondary education is essential. At present 17 percent of the State Budget is spent on Education. Task Force has recommended that this percentage should be raised to upto 25 per cent. I, therefore, strongly urge that the Central Government should assist the State Government in Rural Functional Literacy Programme Scheme, in implementing the strategies which have emerged in the State Programme of Action.

Under the able leadership of our Chief Minister Shri Sharadchandraji Powar, Maharashtra has made impressive advances in the field of education. As already urged in his speech at the conference, convened by Hon'ble Prime Minister, on Education on 15th February 1994 a huge additional investment of Rs. 858 crores is required by this State from the Centre. I again urge that the Central Government may come forward to assist this State Government by rendering substantial financial assistance.

I believe Sir, that this national debate would help to evolve a common purpose and a common heart, so essential for successful reformation of the Programme of Action and for its effective implementation.

Dr 9078  
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**SPEECH OF Shri PRABHAKAR DHARKAR, MINISTER FOR HIGHER AND  
TECHNICAL EDUCATION, MAHARASHTRA STATE**

The agenda items for today's meeting are being looked after by my colleague from Maharashtra Hon'ble Shri Saleem Zakaria, Minister for School Education who will offer his detailed comments on each of these items. I intend to utilise this opportunity only for making a few observations to the extent the agenda items have a bearing on my portfolio, namely, the Higher, Technical and Vocational Education. Education being an integrated concept from the Pre-primary to the Post Graduate Levels, a holistic approach is imperative for the success of any specific project.

2. Sir, as per the guidelines received from the Ministry of Human Resource Development, the State Government has prepared its programmes of action in Higher, Technical and Vocational fields and is in the process of implementing the same. The main thrust of these programmes is on the full utilisation of the existing infrastructure and strengthening of various exit points in the form of providing outlets for vocational and technical courses. This process can be accelerated substantially if the Statutory authorities like the A. I. C. T. E., Architectural Council of India, the Pharmacy Council of India co-operate in reducing the unit costs of technical education. I had made a request for the same in the last meeting of the Central Advisory Board on Education and would like to repeat the same.

3. Regarding the report of the CAGE Committee on Sports and Physical Education the State Government has no hesitation whatsoever in implementing each of these recommendations in so far as they pertain to Higher Education in the colleges and the Universities. In fact, as recently as March, 1994, we have created a Post Graduate Department for Sport and Physical Education in Amravati University. We have chosen Amravati because the city already has a sizable infrastructure for sports. We do hope that this University will produce sufficient number of Post Graduates and can, in course of time, take up the task of implementing the recommendations of the CAGE Committee in schools and colleges.

Lastly Sir, although this item is not on the agenda I am obliged to draw the attention of this Honourable Board to the problems of admissions to Medical and Engineering Colleges as a consequence of the Supreme Court's judgements of last year. The admission season is approaching fast and we are looking forward to some concrete guidelines from the Government of India so that at least this year lakhs of students do not have to undergo the trauma and the turmoil of last year.

I am grateful to the Honourable Union Minister for Human Resource Development for affording me this opportunity to express my views and to my colleague from other States for hearing me patiently.



Speech Of Shri I. IMMKONG, Minister of School Education, Nagaland

I am grateful to the Central Government for organising this meeting so soon after the last meeting. This shows the importance being attached to Educational Development by the Government of India. Recently, the Prime Minister also had discussions with the Chief Ministers which would go a long way in enabling the country to achieve the target of Education for All at the earliest.

I would like to confine my speech only to the issues which are posed for discussion in today's meeting. In October, 1993, we took some decisions and their implementation needs to be speeded up. First, I would like to discuss about Plan of Action. The Govt. of Nagaland constituted four Task Forces to give recommendations regarding Plan of Actions for various sectors of education. These Task Forces relate to Elementary Education, Secondary Education, Adult and Non-Formal Education and Curriculum and Examinations. The Task Forces have submitted their reports. The recommendations are being made on the basis of a 5 Year Plan of Action. We expect the Plan of Action to be ready by 31st March, 1994.

Regarding Decentralized Management of Education, I would like to state that we do not have Zila Parishads. The District Planning Boards are the decision making bodies for development of districts. At the village level, there are Village Councils and Village Education Committees. They are of a supervisory nature. They do not have wherewithal to take charge of primary schools in the village. The system of taking over of schools in the village by Village Education Committees would be tried in a few villages in consultation with District Administration, and based on the result, further action will be taken. For augmentation of funds, it would be consi-

dered if it could be partly utilised for Primary Schools out of Village Development fund.

We have gone through the Yash Pal Committee Report and discussed it at the State level and two more discussions at the District level. The consolidated recommendations would be forwarded to the Government of India. In general, we agree with most of the recommendations. Its implementation would help in lessening the burden on the children in the schools.

Regarding C.A.B.E. Committee on sports, we have examined its recommendations and discussed with the concerned officials. We have decided to have at least two periods a week compulsory physical education for each child in the school. The morning prayer could be followed by mass P. T. 50 per cent attendance for physical education is compulsory to enable a child to sit for final examination. While capital expenditure for development of sports would be incurred by Department of Sports, the maintenance and recurring expenditure will be the responsibility of concerned schools. For this, a small amount will be collected by the Principal/H.M. from each child for use in the school. Detailed instructions for these measures are in the process of being issued.

As you know, lack of resources is the main constraint in development of education in backward States like Nagaland. After we finalise our Plan of Action, we may need massive funds to implement the same. I hope the Central Government will augment our resources accordingly. We are also planning to tie up with International Agencies in this regard.

I would like to close my presentation by thanking you for the opportunity given to me to present the views of Nagaland Government on these matters.

SPEECH OF SHRI MAHENDRA SINGH, MINISTER OF SCHOOL EDUCATION,  
MADHYA PRADESH

1. Our Government took office in Madhya Pradesh in December last, and I am very happy to participate for the first time in the deliberations of this august body. On this occasion, I would also like to convey my warm personal greetings to all Members of the Board.

2. Representing a State, which has a literacy rate of a little over 43% as against the national average of 52%, I earnestly share the universal anxiety expressed in the Summit of December, 1993 in respect of achieving the goal of Education For All by the turn of this century. My State stands committed to honour the Delhi Declaration following the Summit both in letter as well as in spirit. The recent conference of the Chief Ministers on Education convened by the Hon'ble Prime Minister at the instance of the Hon'ble Minister of Human Resource Development is a clear manifestation of the eagerness of the Government of India to go ahead with the daunting task of achieving Education For All within a rigorous timeframe.

3. I am indeed very grateful to the Government of India for having accorded a high priority to my State in view of its educationally backward status. Launching of the District Primary Education Programme in 19 Districts of my State is an extremely laudable and revolutionary step taken by the Government of India in the direction of universalisation of Primary Education. This programme with the solid support of the Government of India will, no doubt, prove to be a much needed shot in the arm for us for overcoming our persistent resource constraints and helping us in our sincere endeavour towards making the dream of Education For All an ultimate reality. I am happy to report that within one month of assumption of office by our Government an autonomous State level society called "Rajiv Gandhi Prathamik Shiksha Mission" has already been established on the 1st January, 1994 with our Hon'ble Chief Minister as its Chairperson to implement this programme. The Society has been aptly named after our late Prime Minister who was the prime mover of the National Education Policy as enunciated in 1986. This august body may be happy to learn that our District Plans are at a final stage and we are eagerly awaiting the visit of the Appraisal Mission some time next month and the release of funds soon after so that the project may become operational in next academic session.

4. I take this opportunity to inform this august body that we have successfully implemented an innovative pilot project called "Shikshak Samakhya" or

Teacher Empowerment in 5 Districts of the State with UNICEF assistance. The project aims at motivating the primary school teachers by instilling in them a sense of pride and dignity befitting their noble profession and restoring to them their rightful place in society. Prompt redressal of the genuine grievances of primary school teachers, repositioning of complete faith in their inherent ability and flexibility of pedagogical strategies to suit the local conditions are the major factors which have contributed to the success of this novel project. The extent of the success of the project can be gauged from the substantial increase in the enrolment and attendance of students at the primary level even in comparatively backward and predominantly tribal districts like Dhar. It has been possible to achieve this apparently Herculean feat by making class rooms attractive through a child-centred activity-based approach by effectively exploiting the hitherto dormant creative imagination and talents of the teachers. Mr. James Grant, the Executive Director of UNICEF had recently visited this project in Dhar district of the State and paid glowing tributes to its spectacular success. Recognising the importance of this project as a vehicle of attitudinal change in the teachers, the students and the community, we hope to substantially expand it to other parts of the State in the coming years.

5. I am happy to report to this august body that the stage has already been set for the extension of "Shikshak Samakhya" project to the remaining parts of the State the commencement of the State-wide School Readiness Programme from this year for children in class I. The basic objective of this programme is to make primary school entrants welcome and at home through various joyful, playful and child-centred activities for the first six weeks of the academic session.

6. Lack of basic infrastructure in a large number of schools has been a matter of great concern for us. Approximately, 6000 Primary Schools in our State do not at present have their own building. In blocks where the newly started Employment Assurance Scheme and Intensive Jawahar Rozgar Yojna have become applicable, we would like to accord high priority to school building construction under these schemes. This may however need some modification in the norms of the Schemes which I would request the Ministry of Rural Development to look into. Especially the prescribed ratio regarding labour and material components may have to be revised to make it more realistic so far as construction of school buildings is concerned. In the remaining blocks we would utilise funds under Jawahar Rozgar Yojna. District Primary Education Programme and other heads and try to provide a minimum building to every Primary School by the end of 8th Plan period.

7. I am happy to report that this year we have managed to bring about a great deal of improvement in the distribution of free text books to Primary School children belonging to weaker sections. From the next session onwards, we shall try to ensure that every eligible child gets these text books as soon as the session begins.

8. Operation Blackboard, though a very effective and commendable Scheme, has run into certain difficulties in our State resulting in the tardy progress of its implementation. We have been able to cover about 50% of the Primary Schools under this Scheme. However, our Government is optimistic about removing all bottlenecks and putting the Scheme back on the rails soon. As a result I expect the implementation of the Scheme to substantially improve by the next academic session. I also take this opportunity to suggest to the Government of India to allow the State Government the required flexibility for decentralising the designing and preparation of teaching-learning material at the school level with the help of low cost local resources to the extent possible. In other words I would like to make a strong plea for allowing us to modify the Operation Blackboard Scheme in such a manner as to dovetail it into that of Shikshak Samakhyas about which I have mentioned earlier in my speech.

9. Under the scheme of Non-formal Education, which practically originated in Madhya Pradesh, we are already running 340 projects, but these are inadequate considering that the State has 459 blocks. We propose to substantially expand the Scheme in the coming two years, so as to broadly universalise its coverage. We are happy that financial norms, especially Instructors' honorarium, have been revised from this year, but these have also placed considerable additional burden on the State Government and this may hamper expansion. This aspect needs to be reviewed. Some time back we have received a detailed report on the evaluation of this Scheme conducted by the Regional College of Education, Bhopal. Their recommendation are being examined and we will revert to you soon in this respect.

10. To underscore the integrative character of education our Government has decided to bring Elementary Education, Non-formal Education and Adult Education under one umbrella. Accordingly as per a recent decision taken by our Hon'ble Chief Minister Adult Education programme under Total Literacy Campaign which is being implemented at present by the Social Welfare Department will be transferred to the School Education Department.

11. Our Government has laid due emphasis on convergence of services of various Government Departments and agencies involved in School Education. There is a school health programme called "Arunima" being run by the Public Health Department in conjunction with my Department. Adequate coordination is being achieved between Early Childhood Care

and Education and Primary Education through our efforts to :

- (i) locate Anganwadis and Primary Schools in close proximity of one another, preferably in the same complex,
- (ii) synchronize the timings of both these institutions to the extent possible,
- (iii) encourage close interaction between Primary School teachers and Anganwari workers.

12. I am happy to report that District Institute of Education and Training have been established in all the 45 Districts of the State and they have all started conducting in-service training programmes for teachers. The role of these Institutes and that of SCERT have assumed greater significance in view of the new initiative of DPEP. Accordingly we will strive to strengthen these Institutes further so as to enable them to provide the necessary input for Education For All.

13. I am happy to inform this august body that in order to resolve the problem of non-availability of trained teachers in the remote rural areas, our Government has decided to introduce "Shiksha Karmi" project on the pattern of Rajasthan from the next academic session.

14. Madhya Pradesh is one of those seven States plagued by the serious problem of child labour. With a view to reducing the incidence of child labour and providing an incentive to the parents to send the child, especially the girl child to the school, our Government is planning to launch a "Food For Education" Programme as a pilot project in one of the districts from the next academic session. Under this programme the family will be provided food grains equivalent in value to one day's wage which the child would have earned, for each day of his/her attendance in school.

15. As envisaged under the National Education Policy revised in 1992 and the Programme of Action our exercise of preparing the State Programme of Action is nearing completion and will be submitted to the Government of India latest by the end of March, 1994. It has been our endeavour to ensure that the State Programme of Action should be a comprehensive and integrated document encompassing the entire gamut of activities of education from Pre-Primary to Higher Education while covering Sports and Youth Welfare as well as Technical Education within its gambit.

16. A nationwide debate on the report of Yash Pal Committee with its prime theme of "Learning without burden" at this juncture could not have been more opportune. This is particularly so in the case of my State where the exercise of revision of curriculum is already in progress. The recommendations of the Yash Pal Committee have rightly focussed on the reduction of academic burden on students rather than the physical burden of the proverbial school bag. The Committee has very appropriately observed that in the

present schools "a lot is taught but little is learnt or understood". I must say that Prof. Yash Pal has brilliantly summed up the recommendations while forwarding the report to the Hon'ble Minister of Human Resource Development by observing that "very little, fully comprehended, is far better than a great deal, poorly comprehended." As desired by the Government of India the report of Yash Pal Committee was widely circulated in our State and a number of workshops with the participation of various cross-section of society representing educationists, teachers, teacher-educators, education-administrators and parents etc. were organised under the auspices of SCERT. These workshops have taken into account not only the recommendations of the Yash Pal Committee but also the report of the Group which was set up by the Ministry of Human Resource Development to examine the feasibility of their implementation in view of the ground realities. These workshops have recently been concluded and their observations are in the process of being crystallised and we should be in a position to communicate our response to the Government of India within a month or so. However, I am happy to report that our text books based on revised curriculum would be available for class I and II by July, 1995 and for the remaining classes at the primary level by July, 1996. I take this opportunity to assure this august body that while revising the existing curriculum and preparing the text books it would be our sincere endeavour to reduce the existing academic burden on school students to the desired extent and to adopt a child-centred and activity based approach with a view to effectively tackling the complex and vexing problem of high dropout rate.

16-A. As per recommendation No. 2B of Yashpal Committee, we have also decided to involve voluntary organisations with a specific commitment to pedagogical innovation, teachers and experts and give them greater freedom and support in development of curriculum text books and teacher training. A suitable and adequate mechanism will be evolved for wider dissemination of experiences of such organisations, enlightened and innovative teachers and experts. Emphasis will be on eradication of communalism from education which is enshrined not only in our Constitution and enunciated in National Policy on Education 86 and in our election manifesto of the party in Madhya Pradesh.

16-B. In accordance with the recommendation No. 5A and B of Yashpal committee and report of the group to examine the feasibility of implementing the recommendations of the National advisory Committee, we are taking appropriate legislative and administrative measures to regulate the opening and functioning of early childhood education institutions (primary schools) and also norms for granting recognition to private schools. It should be ensured that these institutions do not perpetuate violence on young children by inflicting heavy dose of over-education and communal education by teaching distorted versions of history which spread hatred amongst different religions. I have a book taught by a chain of schools in Madhya Pradesh which is not only distorting facts to spread hatred between religious but also making an attempt to influence child's tender mind to make him a

fanatic. This will be in accordance with National Education Policy and will prove conducive for improving quality of learning on one hand and arrest growing commercialisation and communalisation on the other.

17. As per the report of Central Advisory Board of Education (CABE) Committee on physical education and sports under the Chairmanship of Shri K. P. Singh Deo, Hon'ble Minister of State for Information and Broadcasting, we are taking measures for making sports and physical education like Yoga, Judo, Karate, Gymnasium and other games as an integral part of the learning process at all stages of education by giving incentive and developing low cost sports and physical education infrastructure in schools.

17-A. It is a firm conviction of our Government that physical education and sports should be made a compulsory part of the curriculum. There is no doubt that a healthy mind dwells in a healthy body. Therefore, our curriculum should ensure that physical and mental development of students should go together. Our Government fully endorses the recommendations of CABE Committee on physical education and sports that at least 40 minutes should be assigned every day in all the schools for achieving this objective. We will also take into consideration the model syllabi suggested by the Committee for the purpose while revising our existing curriculum.

18. At the same time I would like to mention here that a great deal of efforts have already gone into the promotion of sports and physical education in Madhya Pradesh. We have a separate Department, called Sports and Youth Welfare in the State. Physical Education is already a part of our curriculum for class I to XII, although, the magnitude of input varies at different levels. There is a Government Yoga Training Centre at Bhopal being run by the School Education Department for the training of teachers. There is also an NGO called "Kaivalya Dham" which runs Yoga training courses with Governmental support by the Department of Higher Education. The teachers of School Education Department are also deputed in batches for attending such training courses.

19. Our Government has endorsed on principle the recommendations of CABE Committee on Decentralised Management of Education. At present, roughly 90% of the existing schools in Madhya Pradesh are under one Department or another of the State Government, while the share of local bodies is negligible. In less than a month of assuming charge, our Government has enacted a new Panchayati Raj legislation in line with the 73rd Constitutional Amendment. The Municipalities Act will be similarly amended shortly. We propose to transfer all Government Primary and Middle Schools as well as Non-formal Education Centres to local self-governing bodies. Gram Panchayats will have powers to monitor the functioning of schools and centres, mobilise the community through Village Education Committees (VECs) and also undertake construction work. Janpad and Zila Panchayats will be responsible for planning and managing the education system upto the Upper Primary level.

19.A We have decided that as advocated strongly in para 10-8 of the National Policy on Education 1986 and as per recommendation No. 2 (c) of Yashpal Committee the setting up of Educational Committees at village, block and district level to undertake planning, supervision and also to involve parents and local citizens by motivating them to construct class rooms instead of spending more on marriages and funeral meals.

20. Before I end would like to offer a few suggestions for moving speedily towards Education For all, for the consideration of this house :

- (i) The National Policy on Education as revised in 1992 envisages creation of a National Elementary Education Mission for speedily moving towards Universalisation of Elementary Education (UEE), especially in educationally backward States. I would urge the Government of India, to implement this provision early, after holding detailed consultations with States.
- (ii) The National Policy also envisages constitution of an Indian Education Service. Success of various educational programmes and projects hinges on improving our delivery system. Constitution of an All-India Service for Education is a long overdue reform for strengthening educational management in the country. Though it is a complex task, I would request the Central and State Governments to attend to it with expedition.
- (iii) Certain aspects of District Primary Education Programme need attention. While it is true that the programme is still evolving there is need to codify its guidelines as early as possible. It is also necessary to relate districtwise outlays under DPEP to the population size of the District. Also, in view of the very limited technical resources of many States in the area of educational project planning, I would request for greater support from the national level agencies in planning and monitoring of DPEP.
- (iv) While we are setting up a large number of DIETs, our higher institutions of teacher education are at present not really geared up to preparing men and women for staffing these DIETs. This is a serious problem and deserves attention of the Central Government as well as the newly constituted National Council of Teacher Education, Univer-

sity, Departments of Education have not far paid sufficient attention to Elementary Education, and have not, in turn, received adequate support from the UGC. This also needs to be urgently rectified.

- (v) Particular ways of making Primary Education relevant to the needs of our masses, at the same time making it child-centred is an area which need a great deal of study and research. National level agencies need to take this up in right earnest in collaboration with States, with a view to reforming the content and process of primary education.
- (vi) Systematic poisoning of the tender mind of child by word of mouth in private schools by giving them distorted versions of history which spreads hatred amongst different religions, instead of love, tolerance and compassion, has to be dealt with strictly to uphold the basic values of our Constitution and also as per the recommendations of National Education Policy of 1986. Attempts to bring about undesirable change in syllabus in schools in last three years has to be taken up very seriously and damage has to be undone immediately. Measures have also to be taken that this does not happen in future. Infiltration of trained communal elements as teachers in some chain of school is a serious threat to the unity of our country and cannot be taken lightly. I have a text book to prove my charge. I am taking strong measures to deal with this in my State. But education being in concurrent list, Centre can consider taking strong measures to deal with this situation in all states of the country.

I appeal and request Hon'ble Minister of Human Resource Development to consider forming a committee which can recommend measures to deal with this situation.

21. I am very grateful to the Hon'ble Chairman for having given me this opportunity to express my views. We would look forward to receiving continuous guidance and support from this Board in achieving our goals in Madhya Pradesh in the area of Education. I would like to conclude by reiterating the firm commitment of our Government to the cause of Education For All in these famous words of Swami Vivekanand :

“Arise, awake, stop not till the goal is reached”

## SPEECH OF DR. HENRY LAMIN, Minister in-charge Education, Meghalaya

I deem it a great privilege to be able to participate in the 50th meeting of the Central Advisory Board of Education which you have kindly convened. I do not intend to take much of the time of the meeting and I will try to confine myself to the subject in the agenda. I will briefly touch upon a few points contained in the Yashpal Committee Report also on the report of the C.A.B.E. sub-committee Physical Education and Sports which concerns my State and of course on E.F.A.

2. Firstly I would like to congratulate Prof. Yashpal and the other Committee members for treating a subject such as the Load of the school bag at a much higher plane than that of the mere physical load as any cursory examination would have done. In our State we have given to the report the importance it deserves and the opinion of a wide cross section of our society who have anything to do with education has been obtained and on the various recommendations made by the Committee have been discussed in seminars meeting held.

3. Our considered opinion is that the quest for excellence both by individuals as well as by groups should be encouraged. We also agree that while the teachers and other voluntary organisations should be involved in the framing of curriculum, syllabi and textbooks, they should not however be given the primary responsibility. In fact the current practice in my State is that the State Board of School Education prepares the draft syllabi and textbooks which later on are subjected to the consideration of a large body of teachers. I feel that the procedure is good and proper. Regarding setting up of education committees at village, sub-divisional and district levels, we recognise the need for decentralisation. However in the context of our State the structure will have to take a different form from which we are in the process of evolving in as much as the 73rd Constitutional Amendment is not applicable to our State. We hope thereby to come to grips with the grassroot problems of non-enrolment, dropout and teacher absenteeism to name a few.

4. We have carefully examined the recommendation of the Yashpal Committee on affiliation of school to the three parallel systems of school education and we feel that schools should be allowed the freedom to choose any recognised system for affiliation. This will also mean that parents have a choice of the system under which their children would be educated. We certainly do not feel that this choice be restricted comparatively the load on school children under our State Board of School Education especially at the primary stage is much lighter than under any of the other two systems. This brings me to a related recommendation on treating school books as school property. We find that our schools, as perhaps schools everywhere in the country, do not have the space or rooms to keep proper custody of books for every child. In fact most of our schools are still deficient in accommodation. I would like to place before the consideration

of this Board our observation that school children are proud of their uniform and their books which distinguish them from other children. The books which a child carries to and from school therefore serve as a motivating factor and helps retention in school. We also consider a judicious amount of homework as necessary as it inculcates in students the sense of responsibility.

5. As regards teacher education, we believe that there is no harm if a B.Ed. qualified teacher teaches pre-school or primary school children. We do not also subscribe to the view that correspondence course for B.Ed. be done away with. Instead we feel that this is useful for in-service teachers whose prolonged absence on a regular course would be detrimental to their students.

6. Finally with regard to the recommendation for greater experimentation in the teaching of science, we feel the suggestion could be implemented if laboratory facilities and trained teachers could be provided.

Save a few observations made above, we agree with the other recommendations of the committee.

7. I shall now come to the report of the C.A.B.E. Committee on sports and Physical Education. I congratulate Shri K. P. Singh Deo Minister of State for Information and Broadcasting and the other members of the Committee for having come up with largely acceptable recommendations. We share with the rest of the country the concern about the dismal performance of our sports persons in the international arena. In fact I have more cause for concern about my own States' performance or lack of performance even at the national level in the field of sports. We also recognise the truth that healthy mind lives in a healthy body. We have, therefore, given the report of the Singh Deo Committee a thorough examination and agree with most of the recommendations. However, we have nearly 14,000 teachers in the State and apprehend that a compulsory physical fitness test for all students and teachers would be difficult to enforce. We agree that specific periods be assigned to sports and physical education. Of course the syllabus developed by the Laxmibai National College of Physical Education cannot be followed into as many items like swimming for instance are not practicable in our State due to fact that, among other things, we do not have the facilities.

8. As regards finding, we feel that imposition of a sports and physical education fee especially at the primary and upper primary levels may prove counterproductive as it would demotivate parents in poverty-bound rural areas from sending their children to schools. However we agree that this may be done at Secondary and College levels.

9. We have considered the practical problem likely to be faced by distinguished sports persons who have

to miss examinations due to their absence while participating in national and international sports meets. We see no difficulty in the concerned school or college conducting a special alternative examination for the benefit of such sports persons. For that matter even the School Board and Universities should find a way to conduct such special examination.

10. 'Education for All' by the year 2000 A. D. has been adopted as a global goal. At a World Conference on Education for All held in 1990, the international community fixed targets framed objectives and decided the Frame Work of a Plan of Action to obtain Education for All in the Decade. The Delhi Declaration made by the Nine Developing Nations of the World in December, 1993, reaffirmed their commitments to the goals set by the World Conference on Education for all. Our Country being one of the signatories to the Declaration therefore, stands firmly committed to the issue. We are now only 7 years away from the year 2000 A. D. It is therefore a high time for all us to plan to achieve the goals.

11. Meghalaya is a small State with a population of about 18.00 lakhs living in 8 towns and about 5500 villages. With an area of 22547 sq. KM, the density of population is about 80 persons per sq. KM. About 80% of the total population live in the rural areas and almost the same percentage of the total population belongs to the Scheduled Tribes.

12. In 1988, the State Government has brought out 'A White Paper on Education', which spelled out the policies and the strategies for achieving the goals and objectives within the broad parameter of the National Policy on Education, 1986. A number of steps have been initiated to implement the policies. After about 5 years of implementation of the policies and the strategies as per the White Paper on Education, certain progress has been made in various areas of Education especially in elementary education sector. the position today is as under :—

1. The elementary education has been restructured after the National pattern with certain modification to suit local situations. Thus from 1991, the Primary school stage comprised 4 classes namely class I to Class IV with attached Pre-Primary section, replacing the old system of having classes A, B, I, II, III. The old Middle School of classes IV, V & VI has been replaced with the Upper Primary classes V, VI, VII. At the secondary level there will be only three classes VIII, IX & X. At the higher Secondary level classes XI & XII are being introduced with Vocational stream in certain selected Schools.

(ii) 63% of the total habitations are having Primary Schools within the habitation themselves; and 12% of the habitations are having schools within a walking distance of 1 KM from the habitations. Thus 75% of all the habitations are having school within a walking distance. Thus 25% of all the habitations or about 1300 habitations in absolute number are yet to be provided with schooling facilities, even at the Primary level. Such habitations account for about 11% of the total rural population of the State.

(iii) 50% of the rural habitations are covered by Upper Primary Schools within 3 KM.

(iv) 360 primary schools still have single teacher only.

(v) In accordance with the restructured pattern of Education in the State, there should be atleast 4 rooms for 4 classes and 1 additional room for the Pre-Primary section per school. As against this, 239 Primary schools have 4 class rooms, and 545 schools have 3 class rooms. About 2160 schools have 2 rooms and the remaining 760 are having single room in each school.

(vi) The break up child population and enrolment is given below :

Age Group	Child population	Enrolment
6—10	1.92 lakh	1.48
10—14	1.48 "	0.76

Thus the unenrolled children in the age group 6-14 years is 1.32 lakhs.

(vii) The Literacy rate has increased from 34% in 1981 to 39% in 1991 censuses, which is 48% as against 52% at national level.

(viii) 72% of the children drop out at the Primary level and 50% at the Upper Primary level.

(ix) In adult literacy, an estimated number of 2.62 lakhs in the age group 15-45 years will be covered by the end of 8th Five Year Plan.

13. The above indicators are only illustrative and not exhaustive to the extent of the field yet to be covered in providing the requisite physical facilities to the school system, if the goal of universalisation of education in the State is to be achieved. In the context of 'EDUCATION FOR ALL' (EFA), every one is entitled to a minimum level of education which will be enable him to develop his self esteem and contribute to the improvement in the quality of life. Education for all is a key to the concept that education is a fundamental right and a critical means of development. It is therefore, the responsibility of the State and of the country and a whole to make adequate provision of facilities to enable the citizens to exercise such right.

14. At present, Education and the demand for education expansion is no better than an expression of consumers preferences. Social status has been associated with education, and for many it is taken as a means to escape from manual labour and soiling one's hands. In the context of APE the assumption that Education is the acquisition of knowledge and the pursuit of research has to be corrected and it is to be viewed as an investment in human resources. It should be regarded not as a closed system, but as a sub-system of wider society having interfaces with the economic, political social and cultural domains. Action should be planned taking into account all these domains. This calls for a maximum, sustained political support and community participation.

15. So far my State is concerned, we have a very keen and sincere desire to eradicate illiteracy in the State. We have tried through successive five Years Plans and Annual Plans to establish priorities and objectives to ensure expansion of physical facilities with a view to increase Access to Education. However, the problems being anumerous and varied, it is desirable to formulate new strategies and new plan of Action to achieve the goals. We are grateful to the Government of India for the sustained support and liberal assistance which enable the State to leap for-

ward even in small steps in the part of progress. We look forward to continued support and assistance of the Government of India to cover a wider fields of 'EDUCATION FOR ALL' within the remaining period of the 20th Century.

With these few observations, I conclude my speech. I express my thanks to the Hon'ble Minister for Human Resource Development for giving me this opportunity and I extend my best wishes for the success of the further deliberations of the Board.



## SPEECH BY SHRI C. P. MAJHI, MINISTER SCHOOL AND MASS EDUCATION, ORISSA.

On behalf of the Government of Orissa, I deem it a privilege to convey my heartfelt thanks and felicitations to the Chairperson of the Central Advisory Board on Education. Our views on the agenda items are as follows :

### 2. *Yashpal Committee Report :*

(a) The recommendations of the National Advisory Committee on the Reduction of Academic Burden of School Children, referred to as the Yashpal Committee, were discussed in detail at a State Level Convention organised at Bhubaneswar on February 9 and 10, 1994. Statewide debate has also been initiated by circulating 10,000 printed copies of the Report translated in Oriya.

(b) The Report has discussed in detail the traditional framework of learning, pedagogy as well as epistemological process with the requirements of the learning process in the changed socio-cultural and technological scenario. The major problem, as the Report bring out, is the problem of catching up with the knowledge explosion and managing the syndrome of the delivery system and performance evaluation. These crucial issues cannot be handled by administrative measures alone. Although we are in agreement with most of the formulations in the recommendations of the Committee we find some of them impracticable in terms of the ground realities. The entire network of educational delivery systems and pedagogic/curricular transaction in a situation like ours, the process of change must be gradual and socio-culturally determined, in keeping with local requirements and aspirations. Hasty actions in this regard would only be counter-productive. The recommendations 3—12, would take different time frames for implementation. They could be implemented, subject to reformulation on the basis of local conditions, prevailing in different levels of socio-cultural developments, both temporally and spatially.

(c) We do not completely agree on the Committee's formulations on the existing reward systems and performance evaluation of individual achievement levels. We also do not agree with the Committee recommendation on the process of curriculum design and textbook preparation. These utopian concepts would mean academic and functional autonomy for primary schools. When autonomy of the universities and of certain identified Colleges in our country are

often misused, such autonomy for Primary Schools would only be disastrous. Equally misleading is the observations on voluntary agencies in the formal and non-formal sector of education. Some regulatory guidelines and accountability of Non-Government organisations in respect of funds placed at their disposal for specific assignments undertaken by them is absolutely necessary. The political will and administrative efficiency apart, what is needed in our country to translate Yashpal Committee recommendations into actual educational processes is a mass movement involving the community. Such a movement can democratise the educational system, save it from the hands of the vested interests and can really deliver the goods. Piecemeal approaches without comprehensive restructuring of the entire system, would only create new vested interests in place of the existing ones, without appreciable benefit for the target group of children.

### 3. *Sports and Physical Education :*

(a) The recommendations of the CABE Committee headed by Mr. K. P. Singh Deo for integrating Education with Sports and Physical Education, are very significant in the context of raising the physical fitness standards. In our view, the recommendations should be operationalised but in a phased manner primarily due to financial constraints. But suggestions where little or no financial investments are required, could be implemented immediately.

(b) These recommendations are being examined and we would have our Plan of action very shortly.

4. As we have expressed in the past in this forum and in other fora equally important like this, the crux of the matter lies in adequate funding of schemes in the education sector. It is after the underfunding that dampens the enthusiasm of all concerned and undermine the schemes and programmes. Apart from exempting donations made to educational trust, bodies and schemes from Income Tax, perhaps, an other effective approach could be extending the term of Central sector schemes to cover two consecutive Plan funds rather than one five year Plan period and then asking the State Government to take over the financial liabilities.

5. We trust this CABE meeting would take note of our above suggestions and formulate necessary recommendations for Government policy-making.

SPEECH DELIVERED BY HONOURABLE PROF. K. PONNUSAMY, MINISTER FOR EDUCATION  
GOVERNMENT OF TAMIL NADU

At the outset, I would like to convey to all members of this august body the best wishes of the Hon'ble Chief Minister of Tamil Nadu Puratchithalaivi Dr. J. Jayalalitha, our revered Chief Minister who has expressed her hope that the discussions of this meeting will pave the way for strengthening the education system of our Country. Under the dynamic leadership of our illustrious Chief Minister, several innovative Programmes have been launched to prove our total commitment to the development of education as an instrument of social and economic advancement.

In Tamil Nadu we are initiating a new legislation to make elementary education compulsory, so as to achieve universal primary education, which may be the first of its kind in the whole of India. The State has achieved remarkable progress by successfully launching the Total Literacy campaigns in several districts and it is ensured that the whole State will be covered under the scheme by 1994. We have also launched an innovative and comprehensive package of Programmes called the Dr. J. Jayalalitha 15 Point Programme for Child Development wherein the component 'Education For All' has been incorporated. Further we have adopted a holistic approach which covers every ingredient of the tasks involved in reaching the goal of 'Education For All' by 2000 A.D.

#### ELEMENTARY EDUCATION

In Tamil Nadu, we have reached the stage of providing one primary School for every 500 population within a distance of one K.M. in terms of improved access to schools. We have successfully reduced the drop-out rate from 54.9% in 1981 to 19.3% in 1993 at the primary level by introducing the various incentive measures like free Nutritious Meals Scheme, free uniforms for I to VIII Standards, free bus travel, free foot wear and free text books. I agree that it is not enough that we have improved access and retention. We must aim at qualitative improvement. To achieve this, we have launched a concerted effort to improve qualitative aspects of school system. We have introduced a 'School Education Patron Scheme' by which any person who donates a sum of Rs. 1,000 can become a patron of the school. This novel scheme ensures active interaction of the community in the welfare of the school. We also conduct School Improvement Conferences where the public contribute voluntarily for providing building, furniture and other infrastructural facilities. A survey has recently been conducted of the available infrastructure in Primary, Middle, High and Higher Secondary Schools all over the State. The requirements are immense but we will endeavour to tackle the situation with a plan of action.

Community participation in Education is the key for the success of any development programme.

Mother Teacher councils, have been formed in all primary schools in Tamil Nadu. They are playing a positive role in providing facilities in Schools. They also help in ensuring enrolment of children especially girls, children of scheduled caste and tribes and disadvantaged groups. Mother Teacher Councils play the catalytic role in ensuring attendance on all days, running creches in schools and appointment of voluntary teachers on days when regular teachers go on leave.

#### SECONDARY EDUCATION

The common Educational Pattern of 10+2+3 has been adopted since 1973. In Higher Secondary stage we have two streams namely Academic and Vocational and the national curriculum framework has already been adopted in our State. A high level committee has been constituted for Vocational Education, which has been making useful recommendations for vocationalising Education at the higher Secondary level. The aim of our Government has been to consolidate and strengthen the system. It is more for qualitative improvement. To achieve this goal the academic year 93-94 has been declared as the "Year of no failure".

An Academic Calendar has been prepared and accountability of teachers has been ensured by prescribing a job chart and monitoring them at different levels. The "School Education Patron Scheme" paves the way to augment resources for the development activities of the School. Another income generating venture known as "Environmental Improvement Scheme" —Planting hybrid variety of Tamarind and income generating trees in school campuses has been launched to meet the recurring expenditure of the school. School Improvement Conferences have been launched involving the active participation of the community in providing infrastructural facilities to the Schools.

To provide facilities to the talented ones in villages and poorer homes, the Kothari Commission recommended establishment of model schools. Since the request of the State Government to modify the Navodaya Vidyalaya Scheme to suit the local needs has not been met with, the Government of Tamil Nadu has started a School of Excellence to cater to the needs of the talented poor children in rural areas. One such school of Excellence has already been established at Burgur in Dharmapuri District. The school of Excellence is known as Dr. Jayalalitha School of Excellence.

#### STATE PROGRAMME OF ACTION

The new Education Policy of the Government of India was announced in 1986, for the implementation of which the State Government finalised a detailed

programme of action. Several steps have been taken by the State Government subsequently for implementing the various aspects of the new Policy.

Later in 1992, the Government of India formulated a revised National Policy, with a few modifications. The State Government was in broad agreement with the majority of the aspects therein. It was also found that, most of the programmes recommended by the Government of India were already under implementation in Tamil Nadu. The State Government is eager to give even greater thrust to some of the areas, provided, the Government of India would meet the financial implications on implementation. Some of the important recommendations in the National Policy on the offer of incentives to Children for enrolment in schools, such as school feeding, supply of free books and uniforms in Standards 1-8, Adult Education activities, autonomous status to Colleges, School improvement Conferences were already under successful implementation in the State.

Based on the guidelines issued by the Government of India, the State Programme of Action for the effective implementation of the National Education Policy has been formulated. This has been discussed by working groups consisting of Teachers representatives, officials, members of non-government organisations and representatives of Parent Teachers Organisations. The programme of action will be shortly submitted to the Government of India.

There is no doubt, that through the implementation of the State Programme of Action the much desired goal of 'Education For All' shall definitely be achieved by 2000 A.D.

#### *Physical Education and Sports*

"A Sound body makes a sound mind" is the age long proverb. Therefore, the Government of Tamil Nadu have attached great significance in imparting physical Education to the students from primary to Higher Secondary levels in schools. A separate syllabus for Physical Education has been framed for the students studying from Standards I to XII and 2 periods are allotted per week for physical Education from Stds. VI to XII. Apart from this, children from I to XII Standards play games for one hour after school hours. In order to impart effective physical Education, trained Physical Education Teachers in High Schools and Physical Directors in Higher Secondary Schools have been appointed and to encourage students to take active participation in Sports and games, two State level Sports and games, namely "Bharathiar Day Games" and "Republic Day Sports and games" are conducted by the State Government every year. Scholarships are given at the rate of Rs. 600/- and Rs. 400/- for winners and runners up in all the State Level games and sports.

At present there are four Government Aided Sports schools with sports hostels and five Government Sports Hostels for bringing about excellence in children in Sports. The Government have planned to open more sports schools and sports hostels in various

areas. Yoga has been made a compulsory Physical Education subject in the syllabus. In order to give effective training to the children in Yoga 200 Men and Women Physical Education Teachers have been trained for 2 months in Yoga at Vivekananda Kendra, Kanyakumari with financial assistance from the Government of India.

I would like to inform you that the Government is introducing a Rural Sports Centres Scheme to tap rural talent. Four acres of Land in each block Headquarters will be identified and a 400 metre track will be laid to develop rural sports and games. A sum of Rs. 10,000/- per block for essential materials will be provided and a physical director will be appointed as a Coach. The Rural Sports Centre will be linked to High Schools in the Block and intensive coaching given to the pupils of those schools. A number of athletic competitions at the village level, block and District levels will be conducted to encourage and develop the best talented athletes. At the State level, a Sports Hostel for Excellence is to be established. About 50 talented athletes will be selected each year in the 16—20 age group and will be given specialised coaching and special diet in this Hostel.

Another incentive for school students to take part in sports, is the award of grace marks for those who excel in certain District, State and National level competitions. The percentage of grace marks will be in proportion to the level of the competition.

The Tamil Nadu Sports Development Authority has been set up to co-ordinate the various activities of sports and physical education and develop play fields in the State capital for conducting sports and games at National and International level. The construction of the Nehru Stadium at Madras for conducting matches and sports of International standard at a cost of Rs. forty crores is a remarkable achievement of the Government.

Thus a great thrust has been given to the development of Sports and Games and to nurture talent among the youth.

#### *Yashpal Committee*

The Yashpal Committee Report was discussed by five different groups consisting of Teachers and members of the Parent Teachers Association and the recommendations of the working groups are enumerated below.

In order to improve Syllabus and Text Books, it is suggested that Competent and experienced teachers may be involved in syllabi and text book preparations. Teachers and Heads of Schools may be given a chance to develop the curriculum, based on local needs. A child centred system of Teaching should be adopted so that the learning process out-weighs teaching. Teachers Hand Books for all levels may be prepared. The prevailing text based and quiz-type questioning may be replaced by the concept based questioning.

Semester system examination may be adopted to lessen the burden of the children gradually through the year.

A number of schemes such as

- (a) School Education Patron Scheme
- (b) Mother Teacher Council
- (c) Parent Teacher Association
- (d) School Improvement Conference

are being implemented to ensure Community Participation.

### DECENTRALISED MANAGEMENT OF EDUCATION

We have taken note of the recommendations of the Committee of the Central Advisory Board of Education on decentralised management of education. As promised by our Hon'ble Chief Minister, a new legislation incorporating various objectives envisaged in the 73rd and the 74th amendments of the constitution will be enacted which will pave the way for introducing the framework for the revised structure of local bodies. In such a framework, the Village Education Committee would be constituted to oversee the Primary Education at the Village level. There is also provision for joint meetings with other such committees like health so that there can be a synergistic fusion of effects at the micro level.

While agreeing with the recommendations about the rules of all the three-tier local bodies in administering Education both formal and non-formal, we would like the States to be given the flexibility in adopting them to suit our needs. Regarding resources, the State may find it an uphill task to provide necessary funds to achieve the goal of "Education for All by 2000 A.D." We require Substantial flow of money from the Centre to overcome financial strain and I hope that the Committee may take note of the situation and recommend remedial measures to Government of India.

### GNANAM COMMITTEE

The Gnanam Committee had made various recommendations in respect of Universities. The Committee

had recommended that students, teachers and administrators should be given representation to strengthen the University affairs. Similarly, the Committee had also recommended that representation should be given to Women in the University bodies. The recommendations of the Gnanam Committee regarding the constitution and powers of bodies of the University establishment of collegiate council, planning board, establishment of State Council for Higher Education and Constitution of Board of Studies, etc. have already been implemented by the Government of TamilNadu. For giving effect to the recommendations of the Committee in respect of removal of the Vice-Chancellor, giving representation to the Students/Women in the bodies of the Universities, provisions have been made in the Common University Law passed in the assembly recently. The recommendation regarding preparation of an Academic Calendar is under the consideration of the Government.

### EVALUATION OF TEXT BOOKS

In order to review the text books and suggest modifications on various subjects pertaining to communalism, casteism, untouchability, regionalism, obscurantism and superstition besides keeping in view the urgent need of National Integration, the Government of Tamil Nadu have constituted a State Level Evaluation Committee with members of the teaching community and the Directors of the departments concerned.

The Committee is examining the various textbooks with reference to religion, communalism, casteism, untouchability, regionalism, obscurantism and superstition to ensure that there is no material in the text books repugnant to the concept of the National Integration.

### CONCLUSION

These are some of the thoughts of the Government of Tamil Nadu which I would like this august body to consider and take appropriate decisions.

I would like to conclude that under the distinguished leadership of our Chief Minister, the Government of Tamil Nadu will leave no stone unturned in attaining the goal of 'Education For All'.

## SPEECH BY SRI ANIL SARKAR, MINISTER FOR EDUCATION, TRIPURA

I am thankful for the opportunity given to me to highlight the views of the Govt. of Tripura on the various agenda items. The issues under consideration are of great importance for the improvement of quality of education. They have been discussed in different fora of late and, therefore, it is now time to take a final view on them and implement in a time-bound measure.

2. Extensive discussions have been held on the report of the National Advisory Committee of Education on Academic Burden on school students. We had also organised a workshop on this Report. We are broadly in agreement with the recommendation of the Committee. However, we feel that certain areas require closer examination. Our detailed views are being submitted to Govt. of India separately.

3. We feel that there should be an appropriate mix of group activities and individual activities, with higher emphasis on group activities. We agree that there must be substantial participation of teachers in the preparation of text books. However, instead of text books being written at school level, we must concentrate on getting feed-back on the books from teachers and incorporate their views in the text books. Such review may be started immediately and should be held on annual basis.

4. With regard to decentralised management of Education considering that Panchayat Institution are in a nascent state in Tripura, decentralisation now has to be done cautiously and gradually. At this stage, we do not feel that financial responsibility may be given to the panchayat, even though, this may be the ideal for us in the long run. However panchayats must participate in micro level planning in ensuring 100% enrolment of students, in ensuring their retention, in constructions and maintenance of school buildings and in general supervision of the school.

5. Regarding provision of contingency to schools, 10% of salary may have no basis in a school which is over-staffed or under-staffed.

We feel that need based norms should be developed for various levels of school for provision of contingency. Flow of fund would have to be dependent on increase in budgetary provision, a matter which was discussed in a recent meeting taken by the Prime Minister.

6. Recommendation of Recognition of Pre-primary school as per specific norms is an extremely valuable suggestion. May I request the Govt. of India to evolve the norms in the matter at the earliest.

7. We feel that strictly controlled quantum of home work may be given at all levels. Further as at present, children should continue to buy and keep text

books with them. Present state of preparedness of teachers to teach and of school buildings does not permit anything further.

8. Introduction of specialisation in secondary and elementary education etc. in B.Ed. courses is welcome. We also feel that the existing courses need to be reorganised to be more relevant. While the State Govt. agrees to the recommendation of concept based questions in exams, this necessitates a requirement to improve the quality of education being imparted. Therefore the concept based question may be gradually increased in number accompanied with improvement in the teaching-learning process.

9. While the Committee has identified two burdens viz. physical load of the text books and the load of learning, I would like to consider examination as an equally important third load on students and teachers. Experience shows that mostly teachers and students get serious near about examination time. In fact, most of the teaching and learning is done at this time at break neck speed. This system perhaps needs revision. A process of continuous learning and continuous evaluation seems far better. With this, even the system of final examination may be dispensed with at least at the primary school level. This would require a lot of thinking and debate. I invite comments of the participants on this suggestion.

10. We have carefully studied the report of the C.A.B.E Committee on Sports and Physical Education. While the recommendations made are generally acceptable, some of them may be difficult to implement due to financial resource availability and other problems. We have found that introduction of 40 minutes class for physical education and sports may be possible in Tripura. Physical education can also be introduced as an optional subject in the Teacher's Training Colleges. We have already taken steps for ensuring mass participation of students in activities like trekking, jumping and annual sports at different levels. The suggestion to introduce physical education at primary level is welcome. The excessive requirement of funds for posting qualified teachers shall become an almost insurmountable burden.

11. The state government has already created a fund at the institutional level for development of games and sports, where Rs. 1.50 per student is being charged. This amount is quite low and the state government shall examine the possibility of increasing this amount.

However amounts suggested by the committee may be difficult to achieve, except through gradual increases over next few years.

12. We welcome the suggestion for creation of sports fund at the state level. However for specific

category of states like Tripura fund must be on 10 : 90 sharing basis.

13. Recommendations of EFA summit have been discussed in the meeting taken by the Prime Minister recently. State govt. is fully in agreement with the recommendations and shall made all possible efforts to implement them.

14. I take pride in informing you that Tripura has decided to launch Total Literacy Campaign in the entire state in the current year and to achieve total literacy by December 1996. However, to sustain this literacy level intensive efforts, planning shall be required. We shall need more schools, more non-formal schools & more adult education centres.

15. We also feel that it would be necessary to declare education compulsory for SC/ST girl students in the rural areas. These efforts shall also require more

funds which we hope shall be forthcoming as additional allocations in the form of grants from the Central Govt.

16. I may mention here that Tripura already allocated 17% of its budget on education and therefore, within its own resources there is little possibility of any further increase of allocation.

17. I hope that deliberations on the issues under consideration in this meeting shall lead to definite conclusions and plan of action for every State. At this stage, I would like to reiterate the commitment of the State Government to the ideal of fully literate Tripura by 1996 and literacy for all in Tripura on continuing long term basis.

18. Before, I conclude, I would once again like to thank the Hon'ble Minister for Human Resource Development for giving me an opportunity for putting forward the views of the State Govt.

**SPEECH OF SHRI ANISUR REHAMAN, MINISTER OF STATE, PRIMARY, SECONDARY & MADRASAH EDUCATION, GOVERNMENT OF WEST BENGAL**

In the beginning let me express my gratitude to the Chairman for convening the 50th Meeting of the Central Advisory Board of Education.

We would like to place our views seriatim as per agenda paper as follows :

**Views of the Government of West Bengal on Load of School Bag**

Firstly, the Committee has rightly underlined the need to increase teachers' participation in curriculum development.

Secondly, it was felt that appropriate regulatory mechanism should be urgently set up in the country to ensure that learning at pre-school stage is by play-way method and formal teaching of subjects should be scrupulously prevented. Recognition and affiliation for both Private and Government Schools should be made very stringent so that the schools totally lacking facilities are not allowed to function.

Thirdly, there should be no formal teaching of subjects in the pre-school stage. There should be no homework and project-work at the primary stage (Class I—V). For different reasons, it would not be proper for the schools to purchase the text books and the children should be allowed to keep the text books at their homes.

Finally, it is an established principle of testing that assessment should test various kinds of abilities and not just of one kind. Apart from the shift to concept-based questions, the School Boards should emphasise continuous and comprehensive evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of instructional time.

**Views/Comments of the State Government on the Recommendations of C.A.B.E. Committee on Physical Education and Sports**

The Committee, in all made 13 recommendations. Some of the recommendations are acceptable to us. The views of the State Government on different recommendations are furnished below :

**Recommendation No. 1**

The State Government agrees in principle to the annual physical fitness test for all students/teachers. We have no objection to enforce it in all educational institutions.

**Recommendation No. 2**

The State Government also agrees in principle to assign 40 minutes in every working-day for physical education and sports. But the syllabi for Class 1 to 12 should be on the pattern already existing in West Bengal with some modifications as required.

**Recommendation No. 3**

We also agree in principle that all-subject teachers in schools will have to be trained as physical education teachers. This may be achieved by making every teacher trained by compulsory participation in physical education and sports in pre-service and in-service education courses. It may be necessary to have a cut off age for subject teachers who will undergo compulsory physical education training.

**Recommendation No. 4**

We agree that mass participation activities be organised in all schools and colleges on weekly, fortnightly or monthly basis.

**Recommendation No. 5**

State Government is agreeable to the recommendation of organising annual school level, block level, district level and State level sports competition. This may also be organised at the national level.

**Recommendation No. 6**

The State Government is not agreeable to charge at different rates from primary, upper primary, secondary and college level students per month to meet the cost of consumables. As such the recommendation is not acceptable to us.

**Recommendation No. 7**

The recommendation regarding identification of schools with provisions of infrastructure and creches out of suitable schools in State/UTs, Kendriya Vidyalayas, Sainik Schools, Public Schools and Navodaya Vidyalayas requires further examination before a view is taken by the State Government.

**Recommendation No. 8**

The recommendation to identify 100 institutions where the talented sports-persons should have the facility of admission etc. is acceptable to us. The requirement of fund will, however, have to be met by Government of India.

**Recommendation No. 9**

Regarding the emphasis on Yoga practice in teachers training courses is not acceptable to the State Government.

**Recommendation No. 10**

The State Government have no objection of having special provisions for leave of absence and alternative examinations for distinguished sportspersons.

**Recommendation No. 11**

The State Government agrees in principle to give substantial weightage for admission by the institutions and the State Government in favour of sportspersons.

**Recommendation No. 12**

State Government agrees in principle to preserve open spaces available in township by bringing in legislative measures for organising sports activities for

schools within urban areas which may lack playground. This will help optimal utilisation of playground.

**Recommendation No. 13**

Regarding the recommendation that the Kendriya Vidyalaya, Sainik Schools, Navodaya Vidyalaya and some Public Schools should have leadership role to perform in the school sector have to be examined in depth before a view is taken.

**Views of the State Government on EFA and its Follow-up Actions**

We are looking into the matter for further actions.

In fine, I express my sincere thanks to everybody present here.



**POINTS FOR RECOMMENDATION BY SMT. AMARJIT KAUR, CHAIRMAN, CENTRAL  
SOCIAL WELFARE BOARD FOR CABE MEETING**

*Point No. 6*

I suggest that on physical education, Karate should also be included in the Yoga Classes for the purpose of self-protection.

*Item No. 1*

Balwadi teachers are paid very less salary that is Rs. 800/- only that too recently. We have to raise the teaching standard as the foundation for the young children is made in the primary level classes. Highly trained teachers are required to give young children proper foundation. Such teachers do not join the balwadis because the salary given is very very less. Therefore we have to raise the salary to get standard-teachers. To quote, in Japan the highest paid profession is the primary school teacher. The reason being the nation is shaped on the Training and education given to the future citizens of the country.

*Item No. 2*

ITI Classes should be opened in the rural areas. The curricula should give more stress on vocational training so that the children coming out of school can take up their professional job for which they are vocationally trained.

*Item No. 3*

The teachers should be given orientation training on modern methods and technology before such me-

thods are introduced otherwise all the teaching methods will not correlate with the modern techniques and methods. The teachers should be given re-orientation trainings after every five years.

*Item No. 4*

There should be Counsellors to guide the students to sort out their difficulties and also help them to take up the high profession suiting to their attitude. One Counsellor for a batch of 2 or 3 schools located nearby.

*Item No. 5*

For rural education and sports, it would also be better that the Sarpanches of the area are co-opted to the Committee who know the area's difficulties and problems and the ways and means to over-come them.

*Item No. 6*

The spirit of social work and voluntarism is dying out. So we need more institutions to train the social workers, such as, Tata Institute of Social Sciences, Bombay, (2) Gandhigram Institute, Anna Nagar, Madras, (3) Avinashilingam Educational Trust, Coimbatore.

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Date . . . . . 11-04-96