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THE CABE, 50TH SESSION, 1994

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◆ MINUTES OF THE MEETING OF THE CABE HELD ON 2ND MARCH, 1994

The 50th Meeting of the Central Advisory Board of Education (CABE) was held in the Commission Hall No. 5, Vigyan Bhavan, 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 way and means to reduce academic burden on school children while improving the quality of teaching 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 in July, 1993, was discussed at meeting of the CABE held on 15th March. The CABE then felt that the report 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 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.

5. In her address, Km. Selja, Deputy Minister of Education and Culture said that the transaction of

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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 the disadvantaged section. 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 text-books deprived him or her of the pleasure of learning for 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 Wasnik, Minister of State of 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.

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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 CABE to examine the constraints like non-availability of play fields, sports equipment, trained instructors and coaches, were well thought out 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 CABE Shri Arjun Singh, Chairman, CABE in his inaugural address noted that this was golden jubilee meeting of the CABE 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 CABE 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 Yash pal 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 CABE 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 CABE 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 CABE 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 Sing, 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

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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 hierachical structure of educational authorities did not allow the school teachers to voice their opinons 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, lie 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. lie 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 tranferred to the Zilla Prishad and Secondary Education to the private educational in situations. 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 NCERT 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.

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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 :-





◆ II. AGENDA FOR THE MEETING

Item 1. Confirmation of Minutes of 49th Meeting of CABE.

Item 2. Report of the National Advisory Committee on Reduction of Academic Burden on the school students.

Item 3. Report of the CABE Committee on Sports and Physical Education.

Item 4. Follow-up Action on EFA-9 Summit.

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◆IV. SPEECH OF KM. SELJA, DM (E&C) THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT

I join Education Secretary in extending a warm welcome to you all. Though all subjects of today's deliberation 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.





◆VII. SPEECH OF SHRI ARJUN SINGH, MINISTER OF HUMAN RESOURCE DEVELOPMENT

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 be removing 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.





◆VIII. WRITTEN STATEMENTS OF STATE EDUCATION MINISTERS AND OTHER MEMBERS OF CABE.

1. Dr. P. V. Ranga Rao, Education Minister, Andhra Pradesh.
2. Shri R. K. Khrikey, 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 & Madrash Education, West Bengal.
15. Statement of Smt. Amarjit Kaur , Chairman, Central Social Welfare Board, New Delhi.

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◆ 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 complemented 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 consensual 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 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 twofold. 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-

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stance in supplying of video cassettes will therefore go a long way in improving the, efficiency of Audiovisual 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 CAGE Committee on Physical Education and Sports was also discussed at the State level Workshop held at 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 time-table. 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 unitive measure. Likewise, care should be taken to avoid imposition of physical fitness standards on children and teachers with delicate constitutions.

The recommendations of the CAGE 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 acquire 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 CAGE 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 clement 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 preschool 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 somewhat 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 agree that the voluntary organisations with a strong commitment to education have distinct role to play for educational advancement and we

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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

minuts 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 re- commendation 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 measuse 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. USGAONKER, GOA. MINISTER FOR EDUCATION, ART AND CULTURE



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