



GOVERNMENT OF GOA

Speech Delivered

BY

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Education, Art and Culture

AT THE

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CENTRAL ADVISORY BOARD OF EDUCATION (CABE)

AT

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*Chairman of the Central Advisory Board of Education and
Hon'ble Union Minister of Human Resource Development
Shri Arjun Singhji and distinguished members of this
Board,*

I feel privileged to participate in this meeting of CABE 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 CABE 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} ~~and~~ 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 infra structural 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 sport 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.

Jai Hind.