

**Two sets of CBSE examinations in
Kendriya Vidyalayas**

2191. DR. BAPU KALDATE:

SHRI T. A. MOHAMMED
SAQHY:

Will the PRIME MINISTER be pleased to refer to answer to Unstarred Question 1800 given in the Rajya Sabha on the 27th March, 1990 and state:

(a) whether it is a fact that no refresher course was arranged for 1989-90 CBSE examinations in KVs for the teachers while the entire pattern of question papers was completely changed and most of the teachers had never read themselves chapters added under the new syllabi;

(b) whether Sample Question papers were supplied just 10 days before the annual examinations and the pattern of Questions of Chemistry and Mathematics was completely at variance with the actual questions put in the annual examinations;

(c) what remedial measures have been taken in this regard;

(d) if so, whether a high level enquiry would be instituted to look into the circumstances which led to holding of two sets of examinations which were highly discriminatory to K. V. Students *vis-a-vis* students of public schools; and

(e) whether the results of Kendriya Vidyalayas and Public Schools would be declared jointly or separately?

THE MINISTER OF STATE
IN THE MINISTRY OF HUMAN
RESOURCE DEVELOPMENT
(SHRI CHIMANBHAI MEHTA):

(a) Kendriya Vidyalaya Sangathan conducted 15 in-service courses for Trained Graduate Teachers and 11 for Post-Graduate Teachers during May, June, 1989. The contents of

the new courses introduced in Mathematics and Science subjects were covered during these in-service courses.

(b) and (c) Central Board of Secondary Education (CBSE) brought out Sample Question Papers and circulated them well before the commencement of examinations. Moreover, special arrangements were made by the Kendriya Vidyalayas for extra coaching in Science subjects and Mathematics. The Sample Question Papers were circulated to give an idea of the standard of questions to be set in the actual examinations.

(d) Two sets of question papers were given in pursuance of the policy decision to implement the new syllabi prepared by National Council of Educational Research and Training (NCERT) in accordance with the new National Curriculum Framework in the Kendriya Vidyalayas one year in advance of the non-Kendriya Vidyalaya schools affiliated with CBSE.

(e) Results will be declared jointly.

**Sex and family life education
in secondary school curriculum**

2192. DR. NARREDDY THULASI REDDY: Will the PRIME MINISTER be pleased to state:

(a) whether there is any proposal under Government's consideration to introduce sex and family life education in secondary school curriculum for controlling population explosion and maternal deaths;

(b) if so, the details thereof; and

(c) if not, the reasons therefor?

THE MINISTER OF STATE
IN THE MINISTRY OF HUMAN
RESOURCE DEVELOPMENT

(SHRI CHIMANBHAI MEHTA):
 (a) to (c) Realising the potential of education in tackling problems of growing population, a National Population Education Project (NPEP) was launched with effect from April, 1980 designed to introduce population education in the formal education system. Subsequently, NPEP was divided into three parts, namely (i) School and Non-Formal Education, (ii) Adult Education and (iii) Higher Education.

Under the Population Education (School and Non-Formal Education) Project, the population education elements are being integrated into the school syllabi and textbooks. With the technical assistance provided by the National Council of Educational Research and Training, this particular project is being implemented through the Population Education Cells operating in various States and Union Territories.

Sex and family life education has not been the focus of this project, the main emphasis of which is on promotion of attitudes and values in the minds of school students and teachers that have positive impact on observance of small family norm and improvement in quality of life.

Reducing the load of books of children of kindergartens

2193. DR. NARREDY THULASI REDDY: Will the PRIME MINISTER be pleased to state:

(a) whether it is a fact that the Kindergarten schools in the country have become torture cells for tiny tots by making the child to carry back load of books and a head load of stuff which do not interest them at all; and

(b) if so, what steps Government are contemplating to solve this problem?

THE MINISTER OF STATE
 IN THE MINISTRY OF HUMAN
 RESOURCE DEVELOPMENT
 (SHRI CHIMANBHAI MEHTA):
 (a) It is a fact that certain schools, mainly private un-aided ones, introduce textbooks and undertake formal teaching of subjects like language and arithmetic at the Kindergarten or pre-primary stage, resulting in over-burdening the child—both mentally and physically.

(b) NCERT, in the National Curriculum Framework for Elementary and Secondary Education, has suggested that the basic mode of upbringing at the pre-primary stage should be group activities and play-way techniques, language games, number games, etc., to make learning a joyful experience. No textbooks are to be prescribed, and formal teaching of 3—R's and examinations have been discouraged.

Allotment of open space to Mount Carmel School in Anand Niketan

2194. SHRI BHUBANESWAR KALITA: Will the PRIME MINISTER be pleased to state:

(a) whether it is a fact that in the National Policy on Education 1986, the open spaces available in Urban areas would be reserved for play grounds;

(b) if so, the number of such open spaces allotted to different schools in R. K. Puram, Anand Niketan, Shanti Niketan and West Colonies of South Delhi;

(c) whether it is a fact that M/s. Mount Carmel School in Anand Niketan has also urged Government to allot open space opposite the school for play ground for the benefit of students; and